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ABSTRACT

Florida's community college and school district postsecondary adult vocational programs in fire fighter training and fire science technology were subjected to a statewide program review. Efforts were made to reach Florida's entire community of career and volunteer fire fighters. Data were collected in the following ways: site interviews with training directors, fire chiefs and officers, students, instructors, and other persons with fire service affiliations; questionnaires inserted in the magazines of the Professional Fire Fighters of Florida and Florida Fireman's Association; surveys distributed at a 1988 conference of the Florida Fire Chiefs Association and Florida Society of Fire Service Instructors; surveys administered to students of minimum standards and postsecondary programs; and telephone interviews. The data from these sources were coordinated, synthesized, and used to develop specific recommendations pertaining to the following issues: fire fighter training program staffing and equipment; curriculum and instruction; program articulation; placement, recruitment and hiring practices; equipment and facilities; staff development, and program standards and development. (Included among this report's 18 appendixes, which comprise more than half the document, are the survey forms used for the program review, information on recruiting female fire fighters, curriculum frameworks, sample program brochures, and sample articulation agreements. (Contains 11 references.) (MN)

ED358260

PROGRAM REVIEW REPORT

A Comprehensive Review of Firefighter Post-Secondary Training and Education in Florida

By

State Insurance Commissioner
Division of State Fire Marshal
State Board of Community Colleges
Division of Vocational, Adult and Community Education

U.S. DEPARTMENT OF EDUCATION
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TABLE OF CONTENTS

Page

Special Thanks.................................... 3

Introduction...................................... 4

Background.. 6

General Overview of the Fire Service Education Network in the State of Florida.................. 8

Firefighter Distribution.......................... 14

Physical Design of the System for the Delivery of Fire Service Education and Training in the State of Florida............................ 23

Detailed Description of the Components for the Delivery of Fire Service Training and Education in the State of Florida 36

Recommendations................................... 68

Acknowledgements.................................. 79

Appendixes

Appendix A Survey forms used for Program Review.. 80-84

Appendix B Letter to "Florida Firemen" seeking input............................ 85

Appendix C Fire Standards Activity Annual Report. 88-90

Appendix D Florida Fire Service Training Organizational Relationships............. 91

Appendix E Location of Certified Training Centers Map also showing Community College Fire Science Programs.............. 92

Appendix F Address Listing of Certified Training Centers.......................... 93-94

Appendix G Rules of State Fire Marshal 4A-37..... 95

Appendix H Recruiting Women Firefighters......... 96

Page

Appendix I Flyer on Women in Fire Suppression.... 97

Appendix J Black Minority Scholarship Program.... 98

Appendix K Curriculum Frameworks................. 99-103

Appendix L Regional Testing 104

Appendix M Articulation Agreement--Sample 105

Appendix N A. S. Program Brochure................ 106

Appendix O Open Learning Brochure................ 107

Appendix P Experimental Learning Program Brochure 108

Appendix Q Eckerd College B. A. Brochure.......... 109

Appendix R Criminal Justice Criminal History Guidelines......................... 110

References... 113

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INTRODUCTION

This statewide program review of community college and school district postsecondary adult vocational program offerings in Firefighter Training, including postsecondary adult vocational programs in Fire Service and Basic Training and postsecondary vocational (college credit) programs in Fire Science Technology, is presented in accordance with the responsibility of the State Board of Community Colleges to "...conduct periodic reviews of existing programs" (s.240.311 (2)(c), F.S.), and to review every major program "...every five years or whenever the effectiveness or efficiency of a program is jeopardized." (s.240.312,F.S.).

The State Board of Community Colleges (SBCC) is charged by law (s.240.311,F.S.) with ensuring the operation and maintenance of the state community college system in a coordinated, efficient, and effective manner. Pursuant to statewide policies, rules, and laws each community college is operated by a local board of trustees (s.240.319,F.S.). County school boards are also authorized to offer postsecondary adult certificate programs below the level of the associate degree.

Of Florida's 28 public community colleges, 9 are certified by the Bureau of Fire Standards and Training to offer programs leading to certification as a Firefighter and also offer a college level degree in Fire Science Technology. Thirteen school districts offer certification programs in Firefighter Training. Seven fire departments are also authorized to offer similar training opportunities. A total of eighteen Community Colleges offer an A.S. degree Program in Fire Science.

Section 633.45, Florida Statutes, vests in the Bureau of Fire Standards and Training the responsibility and authority to certify or decertify institutions offering training programs leading to certification of all firefighters and fire inspectors, including the authority to establish minimum training standards for such personnel, the certification of instructors in such institutions, and the establishment of minimum curricular requirements.

Due to the common interests of the SBCC, the Division of Vocational, Adult, and Community Education (DVACE), and Division of State Fire Marshal, this study has been conducted as a collaborative effort.

The SBCC and DVACE contracted with Hillsborough Community College (HCC) to utilize the expertise of J.R. Hudson, Director of HCC's Fire Science Program, and Instructor Bill H. Ripley, to coordinate, compile, and analyze the data and information necessary for this review. The cooperation of the institution, and particularly Mr. Hudson's and Mr. Ripley's efforts, have been exemplary.

BACKGROUND

The following study on Fire Service Training was conducted during the first six months of 1988. Two researchers made site visits throughout the state making personal contacts with training directors, fire chiefs and officers, students, instructors, and other persons with fire service affiliations.

Cooperation by all facets within the fire community gave maximum exposure to the study allowing respondents to give their views of critical issues pertaining to Firefighter training and education. Approximately 10,000 members of the Professional Fire Fighters of Florida were given an opportunity to respond when a survey was inserted in their state-distributed magazine. Another 5,500 members of the Florida Fireman's Association were given opportunity to respond after the researchers attended their winter meeting and the officers gave permission to have the survey distributed in their magazine. Surveys were also distributed at the January 88 conferences of the Florida Fire Chiefs Association and Florida Society of Fire Service Instructors in Ocala. During this time, surveys were also given to students of both Minimum Standards and Post Secondary programs for their responses as receivers.

Numerous telephone calls were made and responses recorded for analysis by the researchers. In essence, efforts were made to reach the entire fire service community of career and volunteer personnel. Although diversified in their tasks, respondents responses were personified to critical training issues for improving present conditions.

It is axiomatic to conclude that the fire community was reached because of a traditional trademark within our profession called cooperation. The success of reaching our target audience, without a doubt, is due to the cooperation of the following organizations:

(DAVCE)	Division of Adult, Vocational, Community Education
(SBCC)	State Board of Community Colleges
(DSFM)	Division of State Fire Marshal
(BFST)	Bureau of Fire Standards and Training
(DOE)	Department of Education
(FFSC)	Fire Fighters Standards Council Ad/Hoc Committee on Education

GENERAL OVERVIEW OF THE FIRE SERVICE EDUCATION NETWORK IN THE STATE OF FLORIDA

HISTORICAL DEVELOPMENT OF THE FIRE SERVICE TRAINING DELIVERY NETWORK

Institutions of learning for the fire service in the United States for many years consisted of open fields, hand-dug pits and open-air classrooms. The fire service has come a long way since that time. The first Florida Fire College training session was held in Daytona Beach on May 7 - 9, 1930. From 1930 until 1939 the school was sponsored by the Florida State Firemen's Association. Classes were conducted once a year and were held in a different location each year. In 1939 the annual sessions were extended to five days in length and financial assistance was given by the State Department of Education.

In 1946 a coordinator was employed to carry on the training; annual session of five days continued until 1948, when ten-day sessions were held. In addition to the annual sessions, some itinerant training was conducted in several fire departments over the state.

In 1949 the Fire College became a state institution with permanent headquarters in Ocala. The facility was constructed on six acres of ground in mid 1950, with its dedication on October 12, 1951. Over the years an administration and classroom building, an auditorium and a four-story drill tower with a complete sprinkler and standpipe system extending through the four floors were constructed. A "live fire" training building two stories in height with a penthouse on top plus an interior stairwell, exterior stairwell, standpipe system and ventilation openings has recently been constructed to replace the "live fire" building that was originally built in 1950. For training purposes only, the Fire College has its own three-bay fire station with two completely equipped class "A" pumpers and aerial apparatus. There is a separate building containing a breathing equipment room equipped with various types of breathing equipment, air pump and cascade system. Also in this same building, there is an area designed for portable fire extinguisher refill. On the Fire College grounds is a drafting pit and slash board, which has enabled the college to aid numerous fire departments in their acceptance test on new pumpers. There are four Underwriters Laboratory (UL) approved pits for flammable liquid fires which are used in obtaining ratings on fire extinguishers. A diked tanker is used to simulate flammable liquid spill involving a transportation hazard. Also a new Liquefied Petroleum (L.P.) Gas training area constructed to simulate L.P. Gas fires was built.

Included as one of the more important functions at the Fire College is a laboratory which is primarily used for the analysis of materials involved in crimes consisting of accelerants, incendiary materials, and explosive residues. To analyze associated materials in these crimes, the latest pieces of forensic detection equipment are utilized. The laboratory is presently staffed with two forensic chemists who present expert testimony on these analyses in criminal court in the State of Florida.

Groundbreaking ceremonies of the new Florida State Fire College campus were held January 20, 1988, at the college's new site on the outskirts of Ocala. This new replacement facility is on a 37-acre site and will include the following: an administration building for the Florida Bureau of Fire Standards; six classrooms; a 300-seat auditorium; dormitory facilities for one hundred; kitchen facilities; a six-story drill tower; a two and one-half story burn building; an apparatus floor; a separate maintenance building; an LP gas field and a driver training facility. All of the fire service can be very proud to have this facility which is scheduled for completion on July 1, 1989.

Although the Florida State Fire College has had a major role in the development of fire service education trends, the one factor that has had the greatest impact on improving fire service training has been the adoption of mandatory minimum standards for the employment and training of firefighters, which became law on July 5, 1970.

The benefits received from minimum standards are many. First, the level of performance has noticeably increased. This is easily shown by the decrease in fire deaths, as well as a decrease in fire losses since 1972, when the impact of the legislation became effective. Prior to the implementation of minimum standards, fire loss figures were increasing at an exponential rate. One of the major benefits of minimum standards was the development of training facilities. Presently, there are thirty-two active training facilities geographically located throughout the State of Florida that have the facilities necessary for the proper delivery of the Florida Firefighters Minimum Standards Training Program. It is through these certified training centers that advanced training programs will be delivered. Many Vocational-Technical Institutes have either direct or indirect involvement with the certified training centers.

During the same time frame that the Florida Firefighter Minimum Standards Training Program was being implemented, the Fire Science Technology Degree Program was beginning to appear at many of the Community Colleges located throughout the State of

Florida. The Fire Science Technology Degree programs are presently in the same counties in which 87% of the paid firefighters are employed. The vast majority of those enrolled in the degree-seeking program are those who are full-time professional firefighters. The number of those who have successfully completed the Fire Science Technology Program equates to 10% of the total full-time, paid personnel in the state. Many are presently enrolled in the program; however, in that the average student is enrolled on a part-time basis, the time for completion is approximately four years. Those completing the program will increase at an increasing rate.

The 1981 Florida legislature passed a law for firefighter supplemental compensation which pays to all full-time paid firefighters (city, county, fire district)$50 monthly who receive an associate degree from a college, which degree is readily identifiable as fire related. Any firefighter receiving a bachelor's degree with a fire related major study concentration area receives $110 monthly supplemental compensation. This law has increased firefighter education and professionalization to a great extent.

The Division of Forestry developed an extensive Forestry Minimum Standards Training program in 1976. Although forestry training in Florida has always been most beneficial, the introduction of Forestry Minimum Standards has made the Florida Division of Forestry training the best in the nation. The Forestry Training Facility, located in the Withlacoochee State Forest, is by far the most complete and comprehensive training facility designed to meet forestry training needs. The Division of Forestry is presently developing an advanced forester training package to further improve their effectiveness and training.

We, in the State of Florida, are extremely proud of our fire service. The Florida State Fire College, Community Colleges, Vo-Tech's, Division of Forestry, as well as the other agencies involved in fire service training and education, have contributed immeasureably to the improvement of the fire service, as well as to the reduction of needless fire deaths and fire losses. We are at the cutting edge in training and firefighter certification.

FIREFIGHTER DISTRIBUTION

We have generally discussed those major agencies that deliver fire service training. In this section, we will identify who is receiving the training.

Presently, there are a total of 15,902 full-time, paid personnel employed in the State of Florida as firefighters.

To further define the fire service in Florida, the following table is presented:

	Number of Depts.	Number Paid by Depts.	Number Volunteers
Fully Paid	83	9,028	0
Part-Paid/Volunteer	248	6,874	6,093
Volunteer	303	0	5,788*
Industrial Fire Brigades*	68	150	400
U.S. Military Firefighters	11	400	0
TOTAL	713	16,452	12,281

TOTAL FIREFIGHTERS = 28,733

* Estimated
** Denotes U.S. Military Civilian Employees only

By excluding those employees of the Industrial Fire Brigades and U.S. Military, who by definition of the Florida Firefighters Minimum Standards Law do not come under the certification requirements of the Division of State Fire Marshal, we have 15,902 full-time paid county or municipal employees. Almost all of this number have been certified by the Division of State Fire Marshal as being in compliance with the Florida Firefighters Minimum Standards Law. The remainder are in various stages of training at the training centers located throughout the State of Florida.

In addition to the 28,733 firefighters previously noted, the Division of Forestry employs 1,200 many of who have been jointly certified by the Division of Forestry and the Division of State Fire Marshal as being in compliance with the Forestry Minimum Standards Training Laws. Thus the total identifiable firefighting force,or those in need of fire service training and education in one form or another, is approaching 30,000.

Of significant importance is the geographical distribution of the firefighters in Florida. The Standard Metropolitan Statistical Area (SMSA) encompassing Miami, Ft. Lauderdale, and Palm Beach employs 38% of the total full-time, paid firefighters. Thus in the three adjacent counties, over 38% of the paid firefighters are employed, thereby easing the delivery of the fire service education by economics of consolidation.

In this SMSA district, there has been extensive training consolidation efforts. Broward County has developed a centralized training academy to fulfill the needs of the fire service community in the county. A $1.1 million bond issue for development of the Broward County Fire Academy was passed by the voters in the county. The academy serves 1672 paid firefighters and over 400 volunteers working in the county. Previously, there were twelve separate agencies providing training in Broward County at varying degrees of effectiveness. This number is reducing as more agencies are looking to the county to provide training. The Training Academy is operated by the Broward County Vocational-Technical Institute.

Fire service training is not limited to those employed as firefighters or acting as volunteers; there are many people working as members of industrial fire brigades. The total number of active, fully equipped industrial fire brigades has been estimated at seventy-five. Although many individual plants have fire safety coordinators and evacuation plans, few have organized and equipped fire brigades.

Many of the large industrial facilities receive fire safety guidance from their corporate headquarters. For example, the Motorola Assembly Plant in Plantation, Florida, manufactures and assembles the pagers and handi-talkies commonly found in use in the fire service headquarters in Illinois. The training of the supporting fire department is of a mutual benefit. The supporting municipal fire department was taught the locations and types of hazardous material found within the plant while providing "hands on" training to the members of the industrial fire brigade. It is common to find a cooperative training program between industry and the neighboring fire department.

CURRICULUM DEVELOPED

We have presented the major agencies providing the fire service training and those who receive it. At this juncture, we will identify what type of fire service training is being delivered.

At the thirty-two certified training centers located throughout the state, the primary course of instruction is that of the Florida Firefighters Minimum Standards Training Program. The minimum standards brings the student to a level equivalent to that described in the National Fire Protection Association Pamphlet 1001 (Firefighter II Level). In that the Florida Firefighters Minimum Standards Training Program is statutorily required to be met prior to employment as a full-time,paid firefighter in the State of Florida, this program is the most active fire service training program in the state with over 19,000 successfully completing the training since it was initiated in early 1972.

The Fire Science Technology Degree Program is also extremely active with over 1,800 graduates in the Community College Program. The recently implemented Forestry Standards Program is another identifiable curriculum with productive results. Besides these three programs, one is hard pressed to find any identifiable curriculums.

The biggest void in identifiable curriculum is between the basic minimum standards and the community college level. The Bureau of Fire Standards and Training, through the Florida State Fire College's six instructors, taught 4,065 firefighters; the majority of these students were being taught the basic programs.

The total number of firefighters taught middle level or advanced programs, that fill the gap between the basics and community college levels, by the Florida State Fire College equates to a figure that is less than the attrition rate in the paid departments.

The high demand for improved mid-level training should not be construed to indicate a lack of such training. Paid firefighters receive an average of 230 clock hours of in-service training each year. The curriculum involves both cognitive and psycho-motor skills maintenance and development. The International Fire Service Training Association (IFSTA) 101-110 Series Manuals are the primary manuals for skills maintenance, while the IFSTA advanced manuals (200,300, and 400), and specialty textbooks are used for the mid-level skills development.

Another void in the fire service curriculum is in the volunteer firefighter area. The volunteer firefighter minimum standards program is of major importance. The delivery of the program is through existing certified training centers and the statewide vocational-technical institutes.

The Divison of State Fire Marshal is cognizant of the training needs of the fire service community. These needs are fulfilled within the limits of the budgetary constraints imposed by our legislature. The Division of State Fire Marshal has made great strides in improving the fire service training throughout the State of Florida. However, the growth of the fire service training and education network must increase at a proportionate rate to that of the fire service community. With manning figures ranging from 2.4 to 0.7 firefighters per thousand in metropolitan areas, training, unfortunately, takes second place to that of proper and safe manning of fire suppression.

EXTERNALITIES AFFECTING FIRE SERVICE EDUCATION

Demographic Impact: Dynamic, yet disproportinate growth has been occurring in our metropolitan areas. Almost all the metropolitan growth has occurred in suburban rings surrounding the central cities. This situation has created a large central city nucleus and a plethora of politically autonomous, but "functionally dependent", suburban population serviced by the central city.

"Functionally dependent" needs further clarification. Although fire suppression and prevention activities are, for the most part, independent functions of the suburban political entities, such is not the case with fire service training and education. The suburban fire service, to a large extent, draws fire service instructors and training aids from, and at the expense of, the larger municipalities; this expense, coupled with the demographic trend of suburban development, has contributed to the growing service-resource gap. This disproportional increase in public services provided by the central city governments over that of other entities only serves to increase this gap. This situation may be the main causal factor in consolidation of training activities on a county-wide or multi-county-wide basis with each politically autonomous entity contributing monies. The monies contributed by each entity are proportionately less due to the least-cost economies of consolidation.

The consolidated training activities, for the most part, entail the statutorily required Florida Firefighters Minimum Standards Training Program. In some cases, in-service training is delivered to the suburban department from a county-wide fire service training academy.

Through consolidation of fire service training and education, partial impetus for the trend of consolidated fire service suppression and prevention functions has been developed. The cost of maintaining an adequate level of fire service has been the main factor in consolidated services.

There are twenty-six political subdivisions in the Dade County (Miami) area, each of which at one time either managed its own fire department or contracted with an adjoining municipality for fire protection. Twenty of the twenty-six municipalities have consolidated their fire service efforts into the Metropolitan-Dade County Fire Department, the largest department in the State of Florida. Duval County (Jacksonville) consolidated nineteen departments from an initial twenty-four, making the Jacksonville Fire Division the second largest in the State. Both of these counties receive the lower operating cost benefits accompanied with consolidation.

The largest demographic impact on fire service training and education is the rate of in-migration population trends.

Budgetary Constraints: Coupled with the rapid demographic changes, both directly and indirectly, are increasing budgetary constraints that adversely affect the delivery of fire service training and education.

The fire chief has to compete with other bureaucrats and department heads for a share of the government's tax revenues.

The basic budgetary constraint faced by many fire chiefs is the size of the previous fire department budget. The percent of annual budget increase, in some cases, barely equals the inflationary rate, while the costs of fire apparatus and equipment have increased considerably in recent years.

More often than not, the fire chief has to make decisions on where to trim operating expenses. The department training section is often one of the fire areas to feel the financial crunch.

The impact has been considerable decreases in "hands on" type training, especially where such training utilizes expensive supplies such as foam and dry chemicals. There has been a considerable impact on the number of personnel assigned to the training division and, in fact, some departments have placed their training personnel in fire suppression activities.

The solutions to solving the problem in the delivery of fire service training and education are of a complex nature.

SEQUENTIAL TRAINING PROGRAM

The Florida Firefighters Minimum Standards Training Program and the Fire Science Technology Program have been quite productive. A sequential training program designed to assist in career development from recruit firefighter through, and including, chief officer training should be even more fully developed.

VOLUNTEER FIREFIGHTER CERTIFICATION PROGRAM

The over 12,000 volunteer firefighters presently performing firefighter functions in the State of Florida do not have a standardized training program. Approximately 4,500 volunteer firefighters have successfully completed the Florida Firefighters Minimum Standards Training Program, which is statutorily required to be met by paid firefighters.

There is a need for standardized training programs and certification procedures for volunteer firefighters. The delivery of the program could be achieved through the Vocational-Technical Institutes and certified training centers. The training program should be designed to meet the needs of the volunteer departments and organized in a manner so that the delivery of the program is compatible with time available by those volunteers who work other jobs.

PHYSICAL DESIGN OF THE SYSTEM FOR THE DELIVERY OF FIRE SERVICE EDUCATION AND TRAINING IN THE STATE OF FLORIDA

In this part, we will identify the entities and interest groups which comprise or contribute to the delivery of fire service education and training in the State of Florida. Where applicable, the statutory authorization will be provided. The major responsibilities of these entities and interest groups will be identified, as well as their interrelationships.

DIVISION OF STATE FIRE MARSHAL

Statutory Authorization: The State Treasurer-Insurance Commissioner, a cabinet level position, is designated the State Fire Marshal under the provision of Statute 633.01. The Insurance Commissioner appoints the Director of the Division of State Fire Marshal to carry out the provisions of Chapter 633. The Division of State Fire Marshal is the focal point for fire service training and education in the State of Florida.

Major Responsibilities: The Division of State Fire Marshal is responsible for establishing minimum standards for employment and training of firefighters, establishing minimum curriculum requirements for schools operated by, or for, any employing agency for the specific purpose of training firefighter recruits or firefighters, and for approving institutions and facilities for school operation by, or for, any employing agency for the specific purpose of training firefighters and firefighter recruits (F.S. 633.45).

24

The Division of State Fire Marshal issues Certificates of Compliance to those individuals who satisfactorily comply with the training program and meet the pre-employment requirements (F.S. 633.35). No person may be employed as a regular or permanent firefighter by the employing agency for a period of time in excess of one year from the date of initial employment until he/she has obtained a Certificate of Complaince.

Additionally, the Division of State Fire Marshal establishes minimum training qualifications for persons serving as fire safety coordinators for their respective departments of state government and certify all persons who satisfy such qualifications (F.S. 633.45). The Division of State Fire Marshal has many responsibilities in addition to fire service training and education. There are four Bureaus and one section.

Fire Incident Reporting Section is designed to collect valuable information on fire incidents gathered by fire departments around the state. Utilizing a standardized coding structure, their primary mission is to analyze the data and transmit results to the department so they may upgrade the level of fire protection to their citizens.

The Bureau of Fire and Arson Investigations is responsible for investigating the cause, origin, and circumstances of every fire occurring in the State of Florida, wherein property has been damaged or destroyed, when there is probable cause to believe that the fire was the result of carelessness or design (F.S. 633.03). Since 1987 this Bureau is also responsible for testing items to determine if they meet the definition of a sparkler.

The Bureau of Fire Prevention is responsible for inspecting each state-owned or state-leased building, at least once annually, for the purpose of ascertaining, and causing the correction of, any conditions liable to cause fire or endanger life (F.S. 633.085).

Bureau of Explosives and Fire Equipment has the function of safeguarding the lives and property of the citizens of Florida through the enforcement of laws and regulations concerning explosives and fire protection equipment (F.S. 552,F.S. 633). Since 1987 this Bureau also has the responsibility of inspecting uninsured boilers in place of public assembly (F.S. 554).

Bureau of Fire Standards and Training has responsibilities for functions relating to qualifications and standards for employment, training and education of firefighters, certification of fire inspectors, administration of the fire service educational incentive program, curriculum development along with reporting and giving recommendaions to the Division of State Fire Marshal for improvements in Fire Service Training and Education (F.S. 633).

The Bureau conducts training classes for all segments of fire service in the State of Florida. The Florida State Fire College is the location of many state-wide seminars and conferences. Additionally, the Bureau operates a forensic arson laboratory for the purpose of analyzing fire residue, as well as research and development.

FLORIDA FIREFIGHTERS STANDARDS AND TRAINING COUNCIL

Statutory Authorization: The State Fire Marshal has been given the legislative authority to appoint nine members to the Florida Firefighters Standards and Training Council with appointment confirmation of the Senate (F.S. 633.31). The State Fire Marshal, in making his appointments, takes into consideration representation by geography, population and other relevant factors, in order that the membership on the Council will be apportioned to give representation to the State at large, rather than to a particular area (F.S. 633.31).

Major Responsibilities: The Florida Firefighter Standards and Training Council advises the Division of State Fire Marshal on all matters concerning firefighter standards and training. The Council recommends for adoption by the Division, uniform standards for the employment and training of firefighters, minimum curriculum requirements for schools operated by, or for, any employing agency for the specific purpose of training firefighters or firefighter recruits, and makes or supports studies on any aspect of firefighting education and training or recruitment (F.S. 633.33). Additionally, the Council cooperates and consults with any employing agency, university, college, community college, the Florida State Fire College, or other educational institution concerning the development of firefighter training schools or programs for courses of instruction including, but not limited to, education and training in the areas of fire science, fire technology, fire administration, and all allied and supporting fields (F.S. 633.33).

THE DIVISION OF FORESTRY

Statutory Authorization: The Commissioner of the Department of Agriculture and Consumer Services, a cabinet level position, has been given authority by the Florida Legislature to appoint the Director of the Division of Forestry. The Director of the Division of Forestry is charged with the responsibility for managing the use of forests and woodlands (Chapter 589), the suppression and prevention of forest fires (Chapter 590), and forestry development (Chapter 591).

Major Responsibilities: It is the responsibility of the Division of Forestry to assist and cooperate with Federal and State departments or institutes, county, town, corporation, or individual to gather and disseminate information in regard to forests; their care and management, to prevent and extinguish forest fires, and to enforce all laws pertaining to forests and woodlands (F.S. 589.04).

In 1955, the Governor of the State of Florida executed a compact with ten southeastern states. The Southeastern Interstate Forest Fire Protection Compact is designed to promote cooperative interstate forest fire planning and mutual aid in fighting forest fires (F.S. 590.31). The Director of the Division of Forestry is the State Compact Administrator and is an ex-officio member of the advisory committee of the Southeastern Interstate Forest Fire Compact (F.S. 590.33).

The Division of Forestry participates in the Federal Rural Community Fire Protection Program authorized by Public Law 92-419, through which the Federal Government provides financial assistance on a matching basis of up to 50 percent of expenditures for such purposes (F.S. 590.42). The representative Florida Forestry Council was established to consider all matters pertaining to Forestry and to advise, counsel, and consult with the Director of the Division of Forestry on these matters (F.S. 589.01).

The Division of Forestry is designated as the agent of the State of Florida to cooperate with the U. S. Department of Agriculture to assist owners of farms in establishing, improving and renewing woodlots, shelter-belts, windbreaks, and other valuable forest growth under the provision of the Clarke-McNary Law (F.S. 589.11).

Fire Service Training Activities: The Division of Forestry conducts a recruit training program at the Division of Forestry Training Center centrally located at the Withlacoochee State Forest. The students are examined and certified by the Division of State Fire Marshal under the provision of Statute 633.35. The Division of Forestry also provides training in the suppression and prevention of forest fires to fire departments throughout the State of Florida. To date, 13,500 firemen have completed the course in 1,280 schools. The Division of Forestry provides renovated firefighting apparatus to fire departments all over the State of Florida under the provision of Public Law 92-419. In addition to various numbers of tanks, pumps, generators, hose reels, nozzles and sirens, the Division of Forestry had 600 renovated vehicles on active loan to fire departments as of December 31, 1987.

DEPARTMENT OF EDUCATION

The Department of Education has a three-fold involvement in the fire service education and training network. Fire service training and education is delivered through Vocational-Technical Institutes and Community Colleges. Both of these entities are attached to the State Department of Education, but have a degree of autonomy in establishing fire service training and education programs. Each will be discussed as a separate entity. At this point we will discuss the Public School Safety Inspector.

Statutory Authorization: The Legislature established a State Uniform Building Code for Public Educational Facilities Construction (F.S. 235.26). The Uniform Building Code for public schools prescribes a mandatory uniform statewide building code for the construction of public educational facilities. The Uniform Building Code establishes provisions for code enforcement to include fire safety inspections. The Division of State Fire Marshal has responsibility for establishing uniform fire safety standards for public schools (F.S. 633.05). The State Fire Marshal has adopted the fire safety standards emerging from the State Uniform Building Code for Public Educational Facilities (F.S. 633.051).

Major Responsibilities: The Department of Education and the Division of State Fire Marshal jointly established a training and certification program for Public Schools Fire Safety Inspectors. Each county employs at least one Fire Safety Inspector. The Public Schools Fire Safety Inspectors are trained by the Bureau of Fire Standards and Training at the Florida State Fire College or one of the designated training centers.

COMMUNITY COLLEGES

Statutory Authorization: A community college district may be established only upon the request of the school boards of any district, or contiguous districts, and after specific legislative authorization and approval of the Department of Education (F.S. 230.752). A seven member Community College Council has been created with specific duties to include advising the Community College Division of the Department of Education on statewide policies regarding the establishment and operation of the public community colleges, on ways and means to effect articulation and coordination of community colleges with other institutions and on other matters pertinent to community college operations (F.S. 230.751). Each community college district has a five member board of trustees with duties to include policy decisions necessary for the efficient operation and general improvement of the community colleges (F.S.230.753).

Major Responsibilities: The "community college" or "junior college", terms used interchangeable, is a tax-supported institution which provides approved two-year academic programs for fire protection personnel. The Fire Science Technology Program is an associate degree program evolved to meet the needs of the high school graduate who desires a career in the Fire Service industry. Degrees differ depending upon the completion of the general education requirements that are necessary for transferring to a university for completion of a four-year degree.

VOCATIONAL-TECHNICAL INSTITUTES

Statutory Authorization: Any school board, after first obtaining approval from the Department of Education, may organize, establish and operate an area Vocational-Technical Center (F.S. 230.63). An area Vocational-Technical Center is an educational institution offering terminal courses of a technical and vocational nature (F.S. 230.64). Numerous Vocational-Technical Centers throughout the State of Florida offer the statutorily required Florida Firefighters Minimum Standards Training Program. In addition to the Minimum Standards Training, advanced firefighter and specialty courses are offered through the Vocational-Technical Institutes.

Major Responsibilities: In that the Florida Firefighter Minimum Standards Training Program is largely "hands on" experience or vocationally oriented, the area Vocational-Technical Institutes play an important role in fire service training. The Division of State Fire Marshal, through its Bureau of Fire Standards and Training, certify area Vocational-Technical Institutes as certified training centers when they possess the necessary facilities and equipment needed to conduct the Florida Firefighter Minimum Standards Training Program. The area Vocational-Technical Institutes conduct and fund the fire service training program.

Vocational Education instructors, that are utilized in the Florida Firefighter Minimum Standards Training Program, are certified both by the Department of Education and the Bureau of Fire Standards and Training. Vocational Education instructor's certification requires six years of satisfactory experience in the related field. One may be certified to teach fire service related courses for Vocational-Technical Institutes by the Department of Education. If the instructor is utilized in the instruction of the Florida Firefighter Minimum Standards Program, he must be certified by the Bureau of Fire Standards and Training. Minimum Standards Instructor Certification requirements are met through competency examinations only. Instructor certification requirements will be discussed later under the functions of the Bureau of Fire Standards and Training. Thus, there is a direct relationship between the Bureau of Fire Standards and Training and the area Vocational-Technical Institutes in the delivery of the Florida Firefighter Minimum Standards Training Program. The Bureau of Fire Standards and Training assists and coordinates with the area Vocational-Technical Institutes in the delivery of advanced firefighter and specialty courses.

U.S. MILITARY INSTALLATIONS IN FLORIDA

The U.S. Military operates eleven major military installations in the State of Florida. Additionally, the U.S. Coast Guard operates ninety-eight Coast Guard Stations along the coast of Florida. The major installations operate their own full-time fire departments, while the Coast Guard Stations rely heavily upon support from the local municipal fire departments for fire suppression activities.

Mutual aid agreements have been established between the military installations and the local municipalities. There is a high degree of cooperation in training efforts between the military installations and the local municipal fire departments. Aircraft Crash/Rescue and Hazardous Materials appears to be the most frequently taught subject by the military installations. The U.S. Coast Guard teaches boat fire safety to boat owners throughout the State of Florida.

DEPARTMENT OF CORRECTIONS

Statutory Authorization: The Department of Corrections has supervisory responsibility of the state prison system and correctional institutions in the State of Florida (Chapter 944). Correctional officers are persons employed in the state or any subdivision thereof whose responsibility is the supervision, protection, care, custody, and control of inmates within the correctional institutions of the state (F.S. 944.58). The legislature established a Correctional Standards Council whose functions include the establishment of uniform minimum standards for the employment and training of correctional officers (F.S. 943.13 & 943.17). Firefighting is a part of the curriculum established for Correctional Officer Standards by the Council.

Major Responsibility: The Department of Corrections operates the State of Florida Penal System, which includes twenty-seven major institutions. Correctional Officer Standards must be met by those who are employed as correctional officers in the county-supervised correctional centers, as well as the state-supervised major institutions. The Correctional Officer Standards Certification Program calls for seven hours of fire service curriculum and 40 hours of D.O.T. First Responder Training. Much of this curriculum is instructed by fire departments' off-duty instructors.

DEPARTMENT OF HEALTH AND REHABILITATIVE SERVICES

Statutory Authorization: The Department of Health and Rehabilitative Services is responsible for planning, developing, organizing, and supervising programs of services and treatment for the retarded and other developmentally disabled persons to include residential facilities (F.S. 393.066 & 393.063). Residential habilitation centers are community residential facilities operated primarily for the diagnosis, treatment, or rehabilitation of clients in a structured residential setting; individualized continuing evaluation; planning; 24-hour supervision and coordination; and integration of health or rehabilitative services to help each client reach his maximum functioning capabilities (F.S. 393.063). A residential facility for the care, habilitation, and rehabilitation of clients in a more community-based environment is called a "Sunland Center" (F.S. 393.063). The Division of State Fire Marshal has the responsibility for the establishment of uniform fire safety standards for all state-owned hospitals (F.S. 633.05).

Major Responsibilities: The Division of State Fire Marshal trains fire safety personnel of the Department of Health and Rehabilitative Services in fire prevention jointly through the

Bureau of Fire Standards and Training. Fire code deficiencies are reported to the Bureau of Fire Prevention by the Fire Safety Inspector employed by the Health and Rehabilitative Services.

The Department of Health and Rehabilitative Services requires a quarterly fire inspection report from each institution.

DETAILED DESCRIPTION OF THE COMPONENTS FOR THE DELIVERY FIRE SERVICE TRAINING AND EDUCATION IN THE STATE OF FLORIDA

In this part, we will describe the organizational structure and functions of the entities and interest groups which comprise or contribute to the delivery of the fire service training and education in the State of Florida

DIVISION OF STATE FIRE MARSHAL

Organizational Structure: The Division of State Fire Marshal has four Bureaus: (1) Fire and Arson Investigations, (2) Fire Prevention, (3) Explosives and Fire Equipment, and (4) Fire Standards and Training. Although the fire service training and education responsibilities are primarily executed through the Bureau of Fire Standards and Training, the other three Bureaus frequently are involved in the training of fire service personnel. The Division of State Fire Marshal employs personnel and operates field offices in addition to the Division headquarters in Tallahassee. There are investigators in the Bureau of Fire and Arson Investigations, whose primary responsibility is the investigation of fires of questionable origin. The inspectors of the Bureau of Fire Prevention have the responsibility for inspecting state-owned and leased buildings. The members of the Bureau of Explosives and Fire Equipment have the responsibility for safeguarding the laws and property of the citizens of Florida through the enforcement of laws and regulations concerning explosives and fire protection equipment. The vast technical knowledge necessary for employment in the Division of State Fire Marshal makes the employee extremely valuable in the delivery of specialty fire service subjects. Other functions of the Division include licensing, explosive regulation, and administrative staff.

Fire Service Training and Education Function: The State Fire Marshal acts as the focal point in the delivery of fire service training and education. The Bureau of Fire Standards and Training is the vehicle through which the State Fire Marshal's fire service training and education responsibilities are administered. The magnitude of the activities of the Bureau of Fire Standards and Training are such that it is discussed as a separate entity. Arson detection and investigation is taught by the Bureau of Fire Standards and Training. Expertise from the Bureau of Fire and Arson Investigations is utilized in the courses taught by the Bureau of Fire Standards and Training, as well as specialty courses taught through out the State of Florida. The Bureau of Fire and Arson Investigations conducts the Florida Arson Investigation Seminar each year; this seminar draws over 300 people for one week of lectures and demonstrations. The Bureau of Fire Inspectors also works closely with Fire Standards and Training particularly in the delivery of Public School Inspector Training and training for other state agency fire inspectors. The Bureau of Fire Prevention conducts the annual Fire Prevention Conference, which draws over 200 participants for lectures and displays of the latest in fire prevention and inspection techniques and concepts. The Bureau of Explosives and Fire Equipment, with cooperation from the L.P. industry, has been instrumental in the development of training facilities throughout the State of Florida utilized in the training of firefighters and members of the L.P. industry.

THE BUREAU OF FIRE STANDARDS AND TRAINING

Organizational Structure: The Bureau of Fire Standards and Training is subdivided into three sections: Standards, Training, and Curriculum Development. The Standards section is responsible for the administration of the Florida Firefighter Minimum Standards Training Program.

Firefighter Certification: Florida Statute 633.35 states, in part, that "No person shall be employed as a regular or permanent firefighter as defined by the employing agency until he has obtained a Certificate of Compliance," which indicates that he has met the pre-employment requirements and has successfully completed the Minimum Standards Training Program. Thus, the Florida Firefighters Certification Program entails both the establishment of pre-employment qualifications and the minimum training and education requirements.

According to Statute 633.34, any person initially employed as a firefighter must:

(1) Be a high school graduate or the equivalent, as the term may be determined by the Division of State Fire Marshal.

(2) Not have been convicted of a felony or of a misdemeanor involving moral turpitude, as the term is defined by law.

(3) Have his fingerprints on file with the Division or an agency designated by the Division of State Fire Marshal.

(4) Have a good moral character as determined by investigation under procedure established by the Division of State Fire Marshal.

(5) Be in good physical condition as determined by a medical examination as prescribed by the Division of State Fire Marshal.

The level of physical condition and the medical requirements that have been prescribed by the Division of State Fire Marshal are those found in the National Fire Protection Association Pamphlet 1001. Reporting procedures have been established to ensure that these pre-employment requirements have been met. The Standards section receives and approves verification that the pre-employment requirements have been met on each firefighter in the State of Florida.

Once the applicant has met the pre-employment requirements, the next step in the certification process is the training program. One is certified as a firefighter when he successfully completes the Florida Firefighter Minimum Standards Training Program. All firefighters must successfully complete the examination administered by field representatives employed in the Standards section. The final examiniation consists of both a written and practical examination, both of which must be successfully completed prior to certification. The practical examination is designed to test the student's ability to physically perform fire service tasks.

The minimum curriculum required for certification of firefighters has been developed and published by the Division. The curriculum includes both lecture and performance objectives geared to develop manipulative skills. A breakdown of the 240-hour minimum standards course can be found at Appendix A. The level of educational attainment reached by those successfully completing the Florida Firefighters Minimum Standards Training Program can be equated to the performance objectives of the Firefighter II level of the National Fire Protection Association Pamphlet 1001, "Fire Fighter Professional Qualifications." Presently, close to 16,000 firefighters are paid, full-time employees in the State of Florida and are certified by the Division of State Fire Marshal. Additionally, over 4,000 volunteer firefighters have successfully completed the Minimum Standards Training Program.

Instructor Certification: The Division of State Fire Marshal only recognizes Minimum Standards courses conducted at certified training centers by certified instructors. Upon satisfaction of the requirements listed under the respective categories, an applicant may be awarded a Certificate of Compliance appropriate to his attainments and teach designated subjects in the courses of training and education coming within the purview of the Division. Instructor certificates are issued for a period of three years and are renewed based upon the instructor's demonstrated teaching ability. The Certificates of Competency awarded to instructors as instructor certificates, and the requirements for each, are as follows:

(1) Basic Teaching Certificate (to teach the Florida Firefighters Minimum Standards course, skills, functional training).

    Requirements are:

    (a) Submit the required application, with all supporting papers to the Division, which includes

        1. First Aid Instructor Certificate
        2. Methods and Techniques of Instruction Certificate

    (b) Have a minimum of six (6) years experience as a regular member of an organized fire department.

    (c) Have a high school diploma or equivalent.

    (d) Be physically able to perform the tasks associated with the training.

(e) Have a Certificate of Tenure or Compliance from the Division.

(f) Successfully pass a Division examination embracing the material covered in the Minimum Standards Course and Methods and Techniques of Instruction.

(g) Satisfactorily complete an approved course in Methods and Techniques of Instruction of not less than 40 hours duration, as offered by the Florida State Fire College or other approved and recognized schools or colleges.

(2) Fire Officer I Instructor. The Fire Officer I Teaching Certificate is designed for those who desire to teach specified courses at an advanced level within the certifiable curricula established by the division. Requirements are:

(a) Submit the required application to the Bureau of Fire Standards and Training.

(b) Hold, or qualify for, the Basic Teaching Certificate as specified by the Bureau of Fire Standards and Training.

(c) To have successfully completed the Fire Officer I program, and be certified by the Bureau of Fire Standards and Training as a Fire Officer I. A copy of the Fire Officer I certificate is required for verification.

(d) Successfully pass an examination covering the material contained in the Fire Officer I curricula as specified by the Bureau of Fire Standards and Training.

(e) Guest lecturers may be permitted to offer portions of the lecture so long as a properly certified Fire Officer I Instructor were present throughout the lecture.

(3) Municipal Fire Inspector Instructor. The Municipal Fire Inspector Teaching Certificate is designed for those who desire to teach specified courses within the certifiable curricula established by the Bureau of Fire Standards and Training. Requirements are:

(a) Submit the required application with all supporting papers, to the Bureau of Fire Standards and Training.

(b) Satisfactory completion of an approved Municipal Fire Inspector Course of not less than 200 hours duration, as offered by the Florida State Fire College, or other training centers or colleges that are approved by the Bureau of Fire Standards and Training.

(c) Satisfactory completion of an approved course in Methods and Techniques of Instruction of not less than 40 hours duration, as offered by the Florida State Fire College, or other training centers or colleges that are approved by the Bureau of Fire Standards and Training.

(d) Hold a valid Municipal Fire Inspector Certificate as specified by the division.

(e) Successfully pass an examination covering the material contained in the Municipal Fire Inspection curricula as specified by the Bureau of Fire Standards and Training.

(4) All teaching certificates will be issued for a period of three (3) years.

Certified Training Centers: Not only are the instructors who teach the Florida Firefighters Minimum Standards Training Program certified by the Division, the actual facilities that are necessary for the conduct of the program must also be certified. A list of the minimum resources necessary for training center certification can be found at Appendix B. There are presently thirty-two active training centers geographically located throughout the State of Florida. Appendix E depicts the location of the certified training centers in the state.

FLORIDA STATE FIRE COLLEGE

The Florida State Fire College is managed by the Training section of the Bureau of Fire Standards and Training. The Florida State Fire College has long been the forerunner in fire service training throughout the country. Many of the courses frequently draw students not only from other states, but from other countries.

During 1987, Bureau personnel provided instruction to some 4,065 students throughout the state in all facets of fire prevention and suppression. Some 121,281 student hours were provided for the fire service community. Of these, 52,080 hours were resident courses conducted at the Florida State Fire College campus in Ocala, while 35,137 were itinerant training courses at individual departments throughout the state. The attendance, particularly in itinerant courses, has shown an increase during the 1987 calendar year, which should prove to be one of the most productive years in the history of the Fire College.

It has been the necessary function of the Bureau of Fire Standards and Training to aid all departments throughout the state in the development of their curriculum, training and administrative programs dealing with firefighters. These consultations have been extremely productive in improving fire service training. The over 70,000 miles compiled by the Bureau staff in the last fiscal year, while performing itinerant instruction and administering examinations, has enabled the staff to increase its productivity in consultation activities. (This does not include air travel miles or state vehicle mileage.) The Bureau has developed city and county-wide fire service delivery plans, both short and long range, in numerous areas of the state.

The curriculum offered by the Florida State Fire College fulfills a good portion of the fire service educational needs of the "hands on" nature. The Certified Smoke Diver Course is one that is extremely physical and taxes the student's stamina to the limits. Only the very best, both physically and emotionally, become certified smoke divers.

Curriculum Section: To meet the ever-changing needs in the field of fire service training and education, a curriculum specialist has been added to the staff of the Bureau of Fire Standards and Training. The Curriculum Coordinator is responsible for the development of uniform educational formats ensuring that behavioral objectives are identified and met. The addition of the curriculum development section has been most helpful in improving the quality of instruction. This coordinator is very concerned with informing the public about the dangers of fire and fire safety.

FLORIDA FIREFIGHTERS STANDARDS AND TRAINING COUNCIL

Organizational Structure: The Florida Firefighters Standards and Training Council is comprised of nine members appointed by the State Fire Marshal. Two members are fire chiefs; two members are firefighters who are not officers; and two members are firefighter officers who are not fire chiefs; the remaining three members are citizens of the state (F.S. 633.31). Terms of appointment are for four years.

Fire Service Training and Education Functions: The Florida Firefighter Standards and Training Council is an advisory council established to assist the Division of State Fire Marshal in policies and procedures concerning the employment and training of firefighters. The Council meets four times a year at various locations around the State of Florida. The Council recommends to the Division uniform minimum standards for the training and employment of firefighters.

The Florida Firefighter Standards and Training Education Committee is an ad hoc committee comprised of representatives from the various fire service interest groups throughout the state. The Education Committee reviews curriculum and makes recommendations to the Council concerning curriculum needs. The Council serves as a body, other than the Division, to air comments concerning the Florida Firefighter Minimum Standards Laws. The Council prepares an annual report of its activities to be presented to the State Fire Marshal and the Legislature.

THE DIVISION OF FORESTRY

Organizational Structure: The Florida Division of Forestry has seventeen (17) multi-county districts that operate in all of the 67 counties of the State of Florida. Each district is headed by a district forester, who is responsible for all forestry functions within his district. There are 1,200 personnel assigned to the Division of Forestry.

Training Program: The Division of Forestry has a training facility centrally located at the Withlacoochee State Forest. Fire control recruits are required to successfully complete the statutorily required Forestry Minimum Standards Training Program.

The Forestry Minimum Standards is a very comprehensive training program 275 hours in duration. The subjects taught and the time allotted can be found at Appendix D. The vast varieties of fuel types found throughout the State of Florida necessitates the development of the Forestry Minimum Standards. Division of Forestry personnel are thoroughly trained on a variety of forestry firefighting equipment. The Forestry Minimum Standards Training Program has produced a well-trained, well-disciplined forest ranger who continually displays a high degree of professionalism.

The Withlacoochee Training Facility is by far one of the best equipped and managed facilities in the nation. The Forestry Minimum Standards Training Program and the Withlacoochee Training Facility are frequently discussed and visited by forestry dignitaries and other agencies from all over the country.

Responsibilities of District Forester: In addition to the Florida Forestry Minimum Standards Training Program, each district forester has the responsibility for in-service training programs. Although most of the in-service fire control training programs conducted by the districts are geared for the fire problems most prevalent in that district, instruction on other fire situations is also provided to ensure that the forest ranger is kept abreast of firefighting tactics in other areas of the state. Additionally, the district forester is responsibile for administration of the three-phase Training by Objectives contract for forest rangers. Phase I consists of Basic Ranger Training; Phase II is Advanced Ranger Training; and Phase III is Fire Control Supervisory Development for those rangers who successfully complete Phase II, and who meet the criteria for forest ranger supervisors.

The district forester also has responsibility for providing the woodland fire training course and the renovated firefighting apparatus to fire departments within their district. The Wildland Fire Training Course consists of eight hours of instruction covering brush fire suppression tactics. An elective class on operation and maintenance of the loaned, renovated firefighting apparatus is also offered.

The Division of Forestry has published numerous training manuals of forest fire suppression tactics that have received national recognition. The Division of Forestry has received a federal grant to develop a new 10-12 hour Wildland Fire Training Course to be used nationally for training rural volunteer fire departments.

DEPARTMENT OF EDUCATION

Organization Structure: The Department of Education has responsibility for enforcement of the State Uniform Building Code for Public Educational Facilities (F.S. 235.26). The Division of State Fire marshal has responsibility for establishing uniform fire safety standards for public schools (F.S. 633.05). The State Fire Marshal has adopted the fire safety standards emerging from the Uniform Building Code for Public Schools (F.S. 633.051).

Training Functions: The Division of State Fire Marshal, through the Florida State Fire College, provides a Public Schools Fire Safety Inspector Training Program. The curriculum developed for the program encompasses fire inspection procedures with concentration on the Uniform Building Code for public schools. The training session is conducted at least once annually. The successful graduates are jointly certified as Public Schools Fire Safety Inspectors by the Division of State Fire Marshal and the Department of Education.

COMMUNITY COLLEGES

Organizational Structure: Community college districts are established upon request of the school boards of any district, or contiguous districts, and after specific legislative authorization and approval by the Department of Education. The Community College Division of the Department of Education has a Public Service Education section, which handles matters pertinent to fire service education.

Each community college has a Board of Trustees with responsibilities to include the appointment of a president to guide the path of the delivery of education based on the community needs. Although each community college has some autonomy in curriculum selection, the Community College Division has established policies and procedures for the delivery of each discipline. Guidance in the delivery of the Fire Science Technology program comes from the Public Service Education section who, in turn, received information and guidance from the State Advisory Committee for Fire Service Education.

The State Advisory Committee for Fire Service Education was instrumental in efforts to standardize fire science associate degree programs offered throughout the state. The advisory committee was disbanded upon completion of their organizational goals in July 1978. The functions of the advisory committee will most likely be assumed by another council in existence at the present time.

Training Functions: In Florida the education of fire service personnel must comply with Florida Statutes, as well as regulations emanating from the Department of Education and the Department of Insurance. The planning and evaluation of the Fire Science Technology program is done within the context of local conditions by local program advisory committee members and college administrators. The Public Service Education section has established guidelines for the conduct of Fire Science Technology programs.

The Fire Science Technology program has evolved to meet the needs of the high school graduate who desires a career in the fire service industry. The application of science and technology to fire service systems has multiplied exponentially in recent years. This technological growth has resulted in an increasing need for advanced education to prepare persons to carry out standardized and specialized procedures.

Although the majority of the persons enrolled in the Fire Science Technology programs are employed firefighters, the program also provides education for persons seeking employment in the industry in fuctions other than as firefighters. For example, persons interested in insurance investigation, research and private industry find the program very worthwhile.

Firefighters who wish to advance in rank and responsibility within their fire departments constitute the largest percentage of enrollment in Fire Science Technology programs. As advanced responsibilities shift from firefighting duties to supervision, management and instructional functions, the firefighter seeks enrollment on a part-time basis in the Fire Science Technology Program. Each community college schedules classroom hours in such a manner as not to conflict with the normal working hours of the fire service community. However, due to the demands of working full-time, the average firefighter puts in a full four years of part-time schooling in his efforts to receive his degree.

Recent studies have shown that many county and municipal fire departments pay costs of tuition and instructional supplies for employed firefighters enrolled in associate degree programs. It is common policy to reimburse the student for such costs upon his completion of the program with a passing grade of satisfactory or better.

Many county and municipal departments give salary increments ranging from 1½% increase for each advanced course completed to 4% for an associate degree and 6% for the baccalaureate degree. The Professional Firefighters of Florida supported legislation designed to improve the education incentive pay be augmentation of state funds. The 1981 Florida Legislature passed a law for Firefighter supplemental compensation which pays to all full-time paid firefighters (and city, county, fire district) $50 monthly who receive an associate degree from a college, which degree is readily identifiable as fire related. Any firefighter receiving a bachelor's degree with a fire related major study concentration area receives $110 monthly supplemental compensation. This law has increased firefighter education and professionalization to a great extent. As of January 1, 1988, there are 1542 certified paid firefighters at the Associate degree level and 806 at the bachelor's degree level for a total of 2348 in the program.

Education incentive pay is but one management activity that has had an impact on the Fire Science Technology program. Of significant importance has been the upward mobility constraints requiring more advanced technical knowledge by those seeking advancement. Financial situations in many county and municipal departments have caused a reduction in the number of personnel in middle and upper management levels in the fire service. This reduction has caused a more competitive atmosphere during promotional examinations. Most departments have provisions for extra points on promotional lists for college work successfully completed. One fire department has established requirements of one year of college to be eligible for Lieutenant, two years for Captain, three years for Chief Officer, and a four-year degree for Chief of the Department. Besides administrative policies, peer group pressure has had a great impact in enticing one to enter the Fire Science Technology program. One quickly realizes that his chances for advancement in the fire service will be considerably improved when he enters the Fire Science Technology program.

The geographical distribution of community colleges is such that 86.4% of the paid firefighters in the State of Florida have a Fire Science Technology program in operation close by within travel distance. This high percentage indicates easy accessibility coupled with the quality of instruction available, contributes immeasureably to the improvement of the fire service in Florida. Due to the easy accessibility, it is projected that more departments will establish educational levels of eligibility for promotion. The locations of the community colleges offering Fire Science Technology degrees can be found at Figure E .

Fire Science Technology: The Fire Science Technology Program is designed primarily to prepare technicians for advancement in the fire service, or preparation for a career in fire safety. The program is planned to provide the student with competency and knowledge of topics such as structural design and materials; meteorological factors impinging upon fire situations; firefighting tactics and control; the handling of hazardous materials; the inspection of public and private property; management and administration; supervision and leadership, just to cite a few examples.

There are three associate degree programs. The Associate of Arts (AA) degree is generally awarded for completion of the pre-university degree program requirements (the first two years of a bachelor's degree program). However, the AA degree could be awarded for completion of a Fire Science Technology program provided that all general education requirements have been met. The decision rests with the community college president.

The Associate of Science (AS) degree is generally awarded for completion of occupational education programs. The program also must include all general education requirements.

University degree programs in administration with emphasis unpon public service administration are provided to enable fire service personnel to improve their management skills. The university programs articulate effectively with the community college associate degree programs so that students are provided a career ladder in the fire service.

The community colleges that are offering the Fire Science Technology degrees and the total number of graduates 1984-1985 are provided.

Program Content: Based upon a review of the courses presently offered in the associate degree Fire Science Technology programs and the educational needs of technicians and officers in the fire service industry, fourteen technical specialty courses have been identified that are in the associate degree program. The selection of the specific courses is left to the discretion of the community college based upon their particular needs. However, at least 24 semester hours of technical specialty courses are recommended. These courses are listed below:

1) Introduction to Fire Protection
2) Fire Organization and Management
3) Fire Apparatus and Equipment
4) Fire Hydraulics
5) Fire Prevention
6) Building Codes and Construction
7) Arson and Fire Investigation (lab)

8) Hazardous Materials (lab)
9) Fire Detection and Suppression Systems
10) Supervision and Leadership
11) Fire Company Management
12) Tactics and Strategy
13) Fire Service Instructor Methods
14) Plans Examination

VOCATIONAL-TECHNICAL INSTITUTES

Organizational Structure: Area Vocational-Technical Institutes are established by local school boards or educational entities upon approval of the Florida Department of Education (F.S. 230.63). County school boards or community colleges may be designated as the parent agency to sponsor an area Vocational-Technical Center. In some cases, area Vocational-Technical Centers serve multi-county areas. Each center must meet general operating criteria established by the Florida Department of Education. However, each center has autonomy in establishing the curriculum necessary to fulfill the needs of their service area. Each area Vocational-Technical Center has a Public Service Education Program through which fire service training and education is offered.

Training Functions: There are eighteen area Vocational-Technical Centers offering fire service training throughout the State of Florida. Of these eighteen, thirteen centers totally provide and fund the delivery of the Florida Firefighters Minimum Standards Training Program, while the other five augment training programs conducted by other agencies. For example, in 1975, Pinellas County, in the St. Petersburg area, had six certified training centers operated by, and at the expense of, municipalities. In 1976, the delivery of the Florida Firefighter Minimum Standards Training Program was assumed by the Pinellas Vocational-Technical Institute (PVTI). Presently St. Petersburg Vocational-Technical Institute (SPVTI) acts as a county-wide training center for the firefighter minimum standards training. Funding for SPVTI operation comes from the State Department of Education. SPVTI employs two full-time instructors, has purchased fire apparatus to be utilized for training only, and has constructed appropriate training facilities necessary for the delivery of the Florida Firefighters Minimum Standards Training Program. A fire service training advisory committee was established by the Pinellas County Fire Chiefs Association to consult with the SPVTI staff. Thus, the expense for the delivery of the Florida Firefighter Minimum Standards Training Program has been transferred from the local municipalities to the Department of Education. There is a direct relationship between student attendance and Department of Education funding allocations. In other areas of the state, student participation may not be sufficient to totally fund the program, but provides funds for instructors and some tools and equipment.

Instructors utilized by area Vocational-Technical Centers in the Florida Firefighters Minimum Standards Training Program must be certified by the Division of State Fire Marshal through the Bureau of Fire Standards and Training. Minimum Standards Training facilities must also be approved by the Bureau. Upon completion of the Florida Firefighter Minimum Standards Training Program, a field representative of the Bureau of Fire Standards and Training visits the facility and examines the students with Bureau developed written and practical testing. Those students who successfully complete the examination are issued the appropriate certificate by the Bureau of Fire Standards and Training or a letter of acknowledgement stating satisfactory completion of the training program.

Area Vocational-Technical Institutes offer specialty fire service courses on a regular basis. Most common are weekend seminars covering subjects such as: hazardous materials, high-rise procedures, vehicle extrication, etc. Instructors utilized in the delivery of these courses often coordinate with the Bureau of Fire Standards and Training for curriculum and training aids. Instructors utilized in this capacity need instructor certification from the Department of Education (six years experience). Although instructor certification from the Bureau of Fire Standards and Training (competency examination) is not required for specialty courses taught through area Vocational-Technical Institutes, most instructors utilized in this capacity are certified by the Bureau as basic instructors.

UNIVERSITY PROGRAMS

The demand for a four-year degree in Fire Science Technology is frequently echoed at fire service conferences and meetings throughout the State of Florida.

Degrees are presently being offered in Public Administration and Vocational Education for the fire service at state-funded universities. Some privately owned institutions offer baccalaureate degrees in Public Safety Administration and Fire Service Administration.

The University of South Florida, in Tampa, offers a baccalaureate in Vocational Education. The program is designed for the many instructors teaching fire service components in community colleges and the Vocational-Technical Institutes throughout the State of Florida.

Eckerd College has a BA program for experienced learners in Public Safety Administration which is another student option.

The Open Learning Fire Service Program is another student option for a baccalaureate degree program through FEMA and the National Fire Academy.

However, it is a finding in our study and a recommendation that the DOE Ad Hoc Fire Service Education Committee be reconstituted with a goal of the development and implementation of a four year BA program in the State University System for all firefighters in our state as an available, assessible, reasonable education for professionalization.

U. S. MILITARY INSTALLATIONS

The full-time fire fighting forces found on the U. S. Military installations in the State of Florida are predominantly civilian personnel with augmentation by military personnel, particularly in highly restricted areas. The responsibilities of the fire departments are in fire suppression and training. In most cases there is a base or installation safety officer who has responsibility for fire prevention activities.

The U. S. Air Force School of Applied Aerospace Sciences at Chanute Air Force Base, Illinois, offers an eight-week course of basic firefighting procedures for Air Force personnel, both civilian and military. The school also offers excellent advanced courses. U. S. Navy personnel attend fire fighting courses conducted at the U. S. Navy Training Center, Memphis, Tennessee.

One major problem area is in the availability of student allocation to attend these U. S. Military Schools. There was an indication as to the difficulty in attending these most worthy training sessions. Because of this, many U. S. Military personnel attend classes conducted by the Bureau of Fire Standards and Training through the Florida State Fire College. U. S. Military personnel participation at the Florida State Fire College is not limited to those working in Florida.

There has been a cooperativeness in training efforts between the U. S. Military installations and the local fire departments. In most cases, the U. S. Military delivers the training with Aircraft Crash/Rescue being the most frequently taught subject. The U. S. Military has transferred from protein foam to the more expensive aqueous film forming foam (AFFF) causing a reduction in the training offered, due to budgeting constraints.

DEPARTMENT OF CORRECTIONS

Organizational Structure: The Department of Corrections has supervisory responsibility of the state prison system and correctional institutions in the State of Florida. The Department of Corrections has direct responsibility for managing the twenty-seven major correctional institutions in the state, as well as regulatory responsibility over the county supervised and managed correctional institutions. The Correctional Officer Standards section has responsibility for certifying those employed, both by the county and the state, as correctional officers.

Training Functions: The Correctional Officer Standards curriculum is, of course, largely designed to develop the performance or behavioral objectives that must be met by one employed as a correctional officer. During the curriculum design, three hours of "first-stage firefighting" were included as requirements that must be met prior to certification. The Correctional Officer Certification Program is conducted by twelve community colleges, which are accessible to those employed at the twenty-seven correctional institutions. The fire service instruction comes largely from the local fire department.

The "first-stage firefighting" curriculum is designed to introduce the correctional officer to basic fire behavior, portable fire extinguishers, evacuation plans and fire hazards found in the institutions. Although few institutions have organized fire brigades, all of the institutions have developed fire evacuation plans. Many institutions have specially designed and constructed areas that allow the inmate to leave the structure but still be secured by the outside holding areas.

Several thousand correctional officers have attended and completed the certification program. In addition to the seven hours now required of fire service training, many local departments provide advanced training at the institutions.

DEPARTMENT OF HEALTH AND REHABILITATIVE SERVICES

Organizational Structure: The Department of Health and Rehabilitative Services operates the retardation institutions in the State of Florida. Each institution has a Fire Safety Inspector with responsibilities for fire code enforcement.

Many of the institutions have fire brigades comprised mostly of personnel assigned to the maintenance and groundkeeping section. Most of the fire apparatus utilized by the fire brigades is antiquated and inoperable.

Training Functions: The Bureau of Fire Standards and Training provides itinerant instructors to train the fire brigades. Most fire brigade training is provided by the local fire department that has the institution located in their response area. The retardation institution fire brigade training is largely geared towards first-stage firefighting and evacuation procedures.

The training of the Fire Safety Inspector is generally conducted at the Florida State Fire College, jointly by the Bureau of Fire Standards and Training and the Bureau of Fire Prevention. The Fire Safety Inspector is taught fire codes and inspection procedures using examples common to the retardation institutions. The Fire Safety Inspectors curriculum was presented in 120 hours. Over 160 members of the Department of Health and Rehabilitative Services have attended and completed the Fire Safety Inspector Program conducted by the Bureau of Fire Standards and Training. Presently all fire safety inspectors must complete 200 hours of certified training for Florida Fire Safety Inspector certification.

PROFESSIONAL ORGANIZATIONS WITH ACTIVE FIRE SERVICE TRAINING AND EDUCATION INTERESTS

There are numerous professional organizations and interest groups that actively involve themselves in fire service training and education. These organizations have been instrumental in the development of the existing fire service training and education network outlined in this document.

Florida Joint Council of Fire Service Organization: The Florida Joint Council of Fire Service Organizations is the communicative link for the fire service with representatives from the following organizations:

1) Florida Fire Chief's Association
2) Florida Fire Marshal's Association
3) Florida Society of Fire Service Instructors
4) Florida State Firemen's Association
5) Professional Fire Fighters of Florida
6) Florida Fire Equipment Mechanic's Association

At its initial meeting on October 28, 1983, a priority to upgrade conditions at the Florida State Fire College was mandated. Realization of this goal was apparent in January 1988, with groundbreaking ceremonies for a new fire college held in Ocala.

Bringing organizations together for the betterment of the fire service is the outgrowth of this important organization and is exemplified by support for the Fallen Firefighters' Memorial to be constructed on the site of the new fire college.

Financial support was given by all member organizations and completion will be by private funds on a voluntary basis from the fire community.

Professional Firefighters of Florida: The Professional Firefighters of Florida is the state association of the International Association of Firefighters. Organized in 1943, the Professional Firefighters of Florida represent over 10,300 firefighters in 100 locals.

The Professional Firefighters of Florida was organized for the purpose of improving fire service through training and skills development, as well as promoting the safety and welfare of those active in the profession. To fulfill these goals, the Professional Firefighters of Florida actively sponsors legislation and employs a full-time lobbyist. They publish a quarterly publication titled The Florida Professional Fire Fighter. The Professional Firefighters of Florida was instrumental in the legislative adoption of the Florida Firefighters Minimum Standards Program, which establishes minimum standards for the employment and training of professional firefighters. The Professional Firefighters of Florida has representation on the Florida Firefighters Standards and Training Council, and conducts an annual convention, as well as numerous district meetings. This organization is also represented on the Florida Joint Council of Fire Service Organizations.

Florida Fire Chief's Association: The Florida State Fire Chief's Association has over 380 chief officer members. The purpose of the Florida Fire Chief's Association is to improve the fire service in the State of Florida through the exchange of ideas and improved fire service training. To facilitate these goals, the Florida State Fire Chief's Association conducts two annual conferences. The mid-year conference is conducted in January prior to the annual Florida Fire Service Training Improvement Conference. This organization also has quarterly regional meetings. The association was first organized in 1957.

The Florida State Fire Chief's Association contributes immeasurably to the improvement of the Florida fire service. It has representation on the Florida Firefighters Standards and Training Council and is extremely active in legislative matters.

This organization is also represented on the Florida Joint Council of Fire Service organizations. A quarterly newsletter is sent to the membership.

Florida State Firemen's Association: The Florida State Firemen's Association was organized in 1925 for the purpose of improving the fire service through training and education. During the early years of the association, it sponsored three-day fire schools, which led to the development of the Florida State Fire College in Ocala in 1949.

The Florida State Firemen's Association has over 5,500 members representing close to 310 fire departments in the State of Florida. The Florida Fireman is the association's monthly publication, which presents firemanic news throughout the state.

The legislative committee has been instrumental in the development of fire service legislation. The Florida State Firemen's Association is presently supporting legislation for minimum standards for volunteer fire departments.

The association has an annual convention and a mid-year conference, as well as numerous district meetings. At the convention the Florida Firematics Competition is held, as well as meaningful and productive committee sessions. The association has actively presented input to the Florida Firefighters Standards and Training Council. This organization is also represented on the Florida Joint Council of Fire Service Organizations.

Florida Society of Fire Service Instructors: The Florida Society of Fire Service Instructors is the Florida Chapter of the International Society of Fire Service Instructors. The society was organized in 1972 for the purpose of improving the delivery of fire service training and education throughout the state. There are over 268 active members in the society.

The Florida Society of Fire Service Instructors teaches specialty courses throughout the state. The society has a large cadre of excellent instructors that contribute immeasurably to the improvement of the fire service. A quarterly newsletter "The Bomb" is sent to the membership.

The society sponsors the annual Florida Fire Service Training Improvement Conference. The conference committee frequently obtains programs presented at the annual Fire Department Instructor's Conference, in Cincinnati for inclusion in their agenda. Attendees of the Florida Fire Service Training Improvement Conference generally number close to 220 with frequent representatives from neighboring states.

The society actively participates in legislative activities, both on the state and national level. It also strongly supports the National Fire Academy programs.

The Florida Society of Fire Service Instructors will be the vehicle through which many new fire service training programs will be delivered. This organization is also represented on the Florida Joint Council of Fire Service Organizations.

Florida Fire Marshal's Association: The Florida Fire Marshal's Association was organized in 1977 for the purpose of improving the enforcement of the Florida Fire Prevention Code. The association presently has two hundred thirty-five members, many of whom are members of the International Association of Arson Investigators. The Fire Marshal's Association actively provides input for the updating of the Florida Fire Prevention Code. A newsletter is published quarterly.

The Florida Fire Marshal's Association actively participates and sponsors in the annual Florida State Fire Prevention Conference. Many members of Fire Marshal's Association also participate in the annual Florida Arson Conference. This organization is also represented on the Florida Joint Council of Fire Service Organizations.

Florida Fire Equipment Mechanic's Association: The Florida Fire Equipment Mechanic's Association was organized in 1959 for the purpose of promoting fire apparatus maintenance programs. The association sponsors an annual conference at which many factory representatives present maintenance techniques. The association has developed a line of communication between department mechanics to facilitate the movement of hard-to-find parts. Membership in the association is over 200 members. This organization is also represented on the Florida Joint Council of Fire Service Organizations.

THE MUNICIPAL FIRE SERVICE

The municipal fire service, including consolidated county-wide departments, is instrumental in the delivery of fire service education and training. Instructors from larger municipalities frequently teach fire service courses to surrounding fire departments, as well as internal in-service training. Public Education is also a common subject taught by the municipal fire service.

Organizational Structure: Almost every municipal fire department has at least one individual assigned to the departmental training division. In smaller departments, the training officer frequently is assigned other duties; such as, combat or fire prevention. In each case, the organizational structure is such that the instructional staff has easy access to the chief of the department.

Training Activities: In-service training curriculum frequently encompasses two major categories. One major area is in skills maintenance. This is training geared to maintain basic fire-fighting skills, some of which are infrequently used. The second major area is that of skills development. This second area involves career development courses. The average firefighter receives 230 clock hours per year of in-service training.

RECOMMENDATIONS

Staff members from SBCC, DVACE, Hillsborough Community College, and the Division of State Fire Marshal coordinated data collection and synthesis. Multiple methods were used to solicit information from the fire service industry including administrators, trainers, students, and other interested parties.

The recommendations that follow respond to the issues raised during this study. The recommendations are a realistic attempt to respond to the fire service community's concerns relevant to training.

Minimum standards for fire service personnel originated in 1970. The Florida Firefighters Standards Council and its predecessors have accomplished much, and Florida is in the forefront of firefighter training and education. The community colleges, vocational-technical centers, and fire departments throughout the state have contributed greatly to this progress.

However, it is time for a renewed effort. Florida continues to experience dramatic growth and the fire service problems attendant with such growth. These problems are compounded by the unique issues of diverse demographic patterns, geographic size, and tourism.

The Division of State Fire Marshal, in response to specific requests from fire service administrators who questioned the degree of support given training schools by their host institutions, requested this review. Fire Service administrators from throughout Florida have supported the study and have provided valuable information.

Survey forms were in Florida Fireman and the Professional Firefighter of Florida magazine reaching 15,000 Florida firefighters career and volunteer. All certified training centers were visited and the directors were key interviewed by telephone.

Individual interviews were conducted with selected individuals. This data was synthesized with (DVACE), (SBCC), and Division of State Fire Marshal reviews.

GENERAL

The cooperation between SBCC, DVACE, and FFSC generated by this project is an example of what is necessary to assure quality training and education in the State of Florida. The SBCC, DVACE, and DSFM should:

1. Continue the communication and cooperation between their agencies initiated by this project to assure quality fire service training and education for the state's fire service personnel.
2. Continue to evaluate training centers, programs, and courses jointly to assure quality and to avoid duplication of site visits and evaluation processes.
3. Continue communication with the fire service community to further demystify the Full-Time (FTE) issue and to improve credibility.

Issues which evolved during this study indicated that the more successful training centers were supported by active advisory committees and regional training councils. The Florida Fire Chiefs' Association and the Florida Chapter of the

International Fire Service Instructors should:

> Encourage their constituents to be active on their advisory committees and regional councils and to assume a positive role in supporting their respective training centers.

It is also recommended that the Department of Education Ad Hoc Fire Service Education Committee that was active 1977-83 be reinstituted with a broad base of participants with Fire Service training and education interest. This committee would work on Program Standardization and should recommend that only CEU's not college credit for Minimum Standards training be granted. The DOE Ad Hoc Fire Service Education Committee should address the need in the State University System for a program-BA in Fire Science or Fire or Public Administration be developed with articulation with two-year community college programs.

STATE FIRE MARSHAL

Florida State Fire College

With the expected completion of the new Fire College in mid-1989, future plans for staffing and equipment must complement the physical plant for continued growth and leadership in the fire service industry. Therefore it is recommended that:

1. Bureau of Training should be allocated two (2) additional full-time instructors to increase the delivery of programs both in-house and within the state.

2. It is recommended that additional staffing be sought for the new Fire College. Two additional field representatives and one secretary are needed for examination development and testing at regional

and other training sites for Minimum Standards, Fire Safety Inspector, Fire Officer One, and instructors due to the current heavy work load which allows no time for test development and makes training centers delay state testing due to lack of Fire Standards personnel.

3. Increased documentations for Standards necessitates another secretary to assist in filing, recording, typing for timely reporting and test materials.

4. With the new facility being increased from six (6) acres to thirty-seven (37) acres, consideration must be given to hiring secretaries for forwarding information and personnel for maintenance of equipment, cleanliness, and security of a physical plant occupied 24 hours a day.

5. Salary scales for instructors at the fire college equates to beginning firefighter rates statewide. To entice persons to apply and reduce the historic high turnover rate in these and other critical positions, the Division should upgrade all positions within the Bureau of Fire Standards and Training.

6. A common complaint from the fire community was a lack of communications and directives from the fire college. It would also be recommended that if the F.S.F.C. is to continue to be the centralized hub for education and training that a Communications Officer be allocated for purpose of communicating, coordinating, and contacting the various agencies for compliance and interpretation.

7. The present representation on the Firefighters Minimum Standards Council should be maintained. So as to further assist in communicating the needs of the educational sector, a director of a certified training center should be appointed as a civilian member whenever an opening occurs.

8. The talent poll of state certified instructors should be utilized by funding adjunct instructors to come to the new College for special advanced classes.

CURRICULUM AND INSTRUCTION

1. The existing demands on entry level firefighters have outstripped present outline guidelines. Technological advancements in today's society has made the firefighter more vulnerable to sickness and injury than past years. Two statewide surveys distributed by the Minimum Standards Council, Educational Ad Hoc Committee reaffirmed the need for more hours being needed to educate the firefighter to survive and be aware in a hostile environment.

2. Instructors at both fire science and firefighting institutions were predominately part-time. While part-time instructors make a unique and valuable contribution to fire science and firefighting programs, adequate full-time staff is mandatory. Consequently, SBCC and DVACE should establish as a goal and encourage all training programs to work toward the following minimum staffing pattern:

a. One full-time director with a minimum of six (6) years of fire service experience. A B/A degree should be considered as a requisite for this position but may be substituted with an A/S in fire science when experience exceeds the minimum years for qualifications.

b. Director may be given responsibilities for teaching depending on needs and staffing of specialized programs.

c. Director will be responsible for coordinating, planning, and managerial decision-making for program delivery.

d. One full-time secretary whose responsibilities are restricted to the duties of the director and instructors.

e. Full-time instructor as needs exist to assist with communication, coordination, and standardization.

f. Reference material identified by the Bureau of Standards as used in centralized testing for certification purposes should be adopted as textbook in the delivery system.

It is recommended that the Minimum Standards course content be revised to be 320 hours in duration. The program that began with a 200 hours curriculum in 1970 and went to 240 hours in duration in 1982 needs to be expanded to include additional hours in fire prevention, hazardous materials, victim extrication, incident command systems, hi-rise fire training, and additional hands-on skills development. This was a finding in our study in surveys and interviews. All but five of the thirty-two certified training centers exceeded the 240 hours in these areas.

The Department of Education (DVACE) made a significant step with funding the FSU Center of Instructional Development and Services Firefighting Career MAP Committee that met in Tampa during March 1988 and the Firefighting Program Guide Committee later during March 1988 in Tallahassee. The committees were composed of instructors, Fire Chiefs, and Fire Program Directors. It is recommended that the DVACE accept the Framework and SPS recommendations from the Fire Fighter MAP and Program Guide Committees.

It is also recommended that the DVACE fund by this same Center a valid test item bank and the development of Minimum Standards curriculum materials including a textbook to be used in place of the current text. The current text is continuously being revised for the purpose of selling textbooks, is inadequate, too costly. A standardized program like we have in Florida needs its own material placed in 3-ring binders for inexpensive revision when necessary. There is available a pool of talented Florida instructors who could assist in this text development given adequate funding. A large number of survey respondents stated that the

Bureau of Fire Standards needed to look at revising curriculum materials particularly in Fire Inspector due to the need to add additional hours of technical building construction. This is required because of lack of experience by entry level applicants. The Fire Marshal in many municipalities is responsible for all phases of Fire Prevention and Investigation. Therefore, the current 200 hour needs expansion to 240 hours to encompass more technical knowledge for inexperienced entry level applicants. Since the role of a Fire Marshal is all inclusive, he needs a good basic working knowledge of both investigation and inspections to determine cause and origin.

PROGRAM ARTICULATION

At the present time courses for Fire Officer I and Municipal Fire Inspector are being taught at the Vo-Techs, Community Colleges, and individual fire departments. In many instances they are being taught by the same instructor. If the instructor is certified by the Bureau of Standards, and the student successfully completes the course they are accepted by the Bureau toward the above certification program for centralized testing. While the Bureau does not differentiate, student's hours are not credited towards the Firefighter Educational Incentive Program unless it is received or accepted by a Community College.

If this is to be remedied, permission should be given to those jurisdictions where fire science programs are not being delivered to allow another agency with a credit basis to deliver programs outside their immediate area. This would allow instructors from the State Fire College in accordance with their agreement with Central Florida Community College to deliver for creditation in these areas not adequately served.

Another plan for implementating articulation can be noted in Appendix M.

PLACEMENT

In the Minimum Standards Program during 1987, 1500 students completed the program. During this same period, over 1200 individuals received Certificates of Compliance indicating these individuals were hired. Placement rates within Associate of

Fire Science give an % placement rate due to the fact that most students are career firefighters. Over 75% of the individuals enrolled in the Minimum Standards Program statewide are seeking employment rather than being currently employed firefighters. This fact lessens the financial impact to municipalities because over 75% are hired only after they have received the Minimum Standards training course.

RECRUITMENT AND HIRING PRACTICES

It is still axiomatic that firefighting in a hostile environment places the combatants in a high risk posture susceptibile to instant injury from a multiple of possibilities, and residual problems from unknown exposures or death. Training accompanied by good physical conditioning is considered the major deterent against sickness and injury. Therefore:

1. The Bureau of Fire Standards and Training should diligently pursue for implementation of a valid task oriented physical agility test. Importance of this test should be related to task performance and procedures, for testing should be given to all persons on request for the purpose of preparation.

2. Recruitment for minority students should be given more emphasis rather than walk-in employment application priorities. This would necessitate a more creative approach to hiring practices for notification, monetary costs, preparation and/or methods to assist in completion of minimum qualifications. For example: Florida Community College in Jacksonville offers a Black Minority Scholarship Loan Program. This program does not guarantee employment but includes loan disbursements during firefighter training with paybacks determined at a later date. See Appendix J.

3. Creative ideas for recruitment practices should be innovative to local demographics. The message should be designed to inform, assist, and explain expectations for certification.

4. Our survey found that there are approximately 260 career women firefighters in the State of Florida. Women are **under-represented in this non-traditional career occupation.** An informative article on how to recruit women firefighters is indicated in Appendix H.

EQUIPMENT AND FACILITIES

The DVACE program review reported that $217,000 is needed by Districts and $616,000 by Colleges for instructional facility resource needs including burn buildings, fire towers, and burn pits. Equipment needs including audio-visual materials, state-of-the-art computers, VCR's and simulators are $638,656 for Districts and $442,868 for Colleges.

In addition, with the increasing concern with our environment and with adoption of N.F.P.A. 1500, Occupational Safety and Health Program and N.F.P.A. 1403, Standard on Live Fire Training Evolutions in Structures,much more funding to properly train firefighters is needed. State-of-the-art fire simulators that go inside of burn buildings will need to be made available if condemed burn houses are no longer able to be used to adequately train firefighters. It would be necessary to have one per region at $1,000,000 per fire simulator x 8 = $8,000,000. Additional funding should also be made available for such emerging technologies as interactive video, computers, and satellite technology.

It is, therefore, recommended that the SBCC, DVACE, and Division of State Fire Marshal pursue legislative funding to meet these needs.

STAFF DEVELOPMENT

In-service needs of part-time instructors have not been adequately addressed in plans for staff development. It is recommended that the (DVACE) provide inservice training for part-time instructors. Additionally, the Bureau of Fire Standards should increase from 40 inservice hours required of instructors each three years to 80 hours for recertification.

PROGRAM STANDARDS AND DEVELOPMENT

Florida is at the leading edge in Firefighter Standards, centralized testing and certification requirements mandated by state statute and including Fire Safety Inspector certification. Florida also broke ground January 20, 1988, on a new Florida State Fire College facility of which it can be proud.

Program standards in Florida are based on nationally recognized N.F.P.A. Standards 1001, 1021, 1031, 1041.

The Bureau of Fire Standards should recommend at local option a physical agility and physical wellness program.

The (DVACE) should more adequately fund fire training and education programs if we are to be successful in reducing fire deaths and fire loss.

It is recommended that the certification requirements for police officer and for firefighter be identical and consistant in regard to criminal history record and that a change in 4A-37 rules be made to use the criminal history requirements currently used for police officers as the fire service and the citizens we serve and enter their homes and businesses deserve no less of a firefighter than of a police officer. See Appendix R.

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Don Goff
Bill Fenton
H. T. Souther
Gene Reynolds
Doug Madigan

FIRE CHIEFS SURVEY OF POSTSECONDARY FIREFIGHTER TRAINING AND EDUCATION PROGRAMS IN FLORIDA

FIRE DEPARTMENT ______________________________

FIRE CHIEF ______________________________

SIGNATURE ______________________________

TODAY'S DATE ______________________________

Your answers and opinions on the following topics are valued. Please check the appropriate blanks.

1. Hiring practices for our department include hiring: _____ Not Certified _____ Certified _____ Both

   Why? Please state rationale.

   ____

   ____

   ____

2. Is the Minimum Standards program adequately serving the needs of your fire department for recruit firefighters?

   _____ Yes _____ No

   Comments ______________________________

   ____

   ____

3. Do your personnel have opportunities for obtaining? (Check appropriate blanks)

   _____ A.S. Fire Science

   _____ Fire Officer I Certification

   _____ Municipal Fire Inspector Certification

   _____ Volunteer Programs

   Comments ______________________________

   ____

   ____

   ____

4. Name/s of Institutions where training/education is available for your personnel and approximate mileage one way.

   ____

   ____

   Comments ______________________________

   ____

COMMUNITY COLLEGE, VOCATIONAL CENTERS AND OTHER TRAINING CENTERS SURVEY ON POST SECONDARY FIREFIGHTING TRAINING/EDUCATION PROGRAMS IN FLORIDA

NAME OF ORGANIZATION: ____________________ YOUR NAME: ____________________

YOUR POSITION: ______________ YOUR SIGNATURE: ______________ TODAY'S DATE: ______

1. Check appropriate blanks pertaining to programs delivered by your organization:

______	______	______	______	______	______
A.S.	Minimum Standards	Volunteer Programs	Fire Officer I Municipal Fire Inspector	Additional Firefighter Training	In Service Training

Minimum Standards-- No. Hours _____ Tuition _____ Additional Student costs, if any $______

Volunteer Programs-- Which ones? ______________ Fees Tuition $ ______ Add. Costs ______

Fire Officer I, Municipal Fire Inspector-- Fees Tuition ______________

Additional Firefighter Training-- What courses ____________ Student Fees __________

In Service Training--Student Hours per week ______________

2. Where do you feel that the Florida Minimum Standards Program should be taught?

______________	______________	______________	______________
Community College	Vocational/Technical	Fire Department	Combination

Comments ____

____

3. Where do you feel that the Florida Officer I, Municipal Fire Inspector Program should be taught?

______________	______________	______________	______________
Community College	Vocational/Technical	Fire Department	Combination

Comments ____

____

4. What is needed (if anything) in the area of articulation policies?

Comments ____

____

5. What are the required or desired standards for the faculty at your institution?

Comments ____

____

Minimum Requirements? ____

Desired Qualifications? ____

PROFESSIONAL FIREFIGHTERS MEMBER SURVEY OF POSTSECONDARY FIREFIGHTER TRAINING AND EDUCATION PROGRAMS IN FLORIDA

YOUR FIRE DEPARTMENT ____________________ YOUR NAME ______________________________

TODAY'S DATE ____________________________ YOUR SIGNATURE __________________________

Your answers and opinions on the following topics are valued. Please check the appropriate blanks.

1. Hiring practices for our department include hiring: _____ Not Certified _____ Certified _____ Both

   Why? Please state rationale.

   ____

   ____

2. Our fire department will probably hire ________ (number) firefighters during this calendar year.

3. Is the Minimum Standards program adequately serving the needs of your fire department for recruit firefighters? Yes ______ No ______

   Comments ____

   ____

4. Do your personnel have opportunities for obtaining? (Check appropriate blanks)

   ______ A.S. Fire Science ______ Fire Officer I Certification

   ______ Municipal Fire Inspector Certification ______ Volunteer Programs

   Comments ____________________________________

   ____

   ____

5. Name/s of Institutions where training/education is available for your personnel and approximate mileage one way.

   ____

   Comments ____

6. Are you satisfied with the relationship between your department and the local educational institution(s)? Yes _____ No _____

   Comments ____

   ____

7. My perception of graduates of:

	Excellent	Good	Fair	Poor
Minimum Standards	_____	_____	_____	_____
Fire Officer I	_____	_____	_____	_____
Municipal Fire Inspector	_____	_____	_____	_____
Volunteer Fire Programs	_____	_____	_____	_____
A.S. Degree Program	_____	_____	_____	_____

   Comments ____

   ____

8. What do you feel are the implications of new technology on firefighting training and education programs in Florida?

   Comments ____

   ____

9. What improvements or changes are needed for firefighter training and education delivery in Florida?

   Comments ____

   ____

Thank you for your comments and participation.

PLEASE MAIL IMMEDIATELY TO: J. R. Hudson, H.C.C. (813) 253-7628
P. O. Box 75313
Tampa, FL 33675

BEST COPY AVAILABLE

FLORIDA FIREMANS ASSOCIATION MEMBERS SURVEY OF POSTSECONDARY FIREFIGHTER TRAINING AND EDUCATION PROGRAMS IN FLORIDA

YOUR FIRE DEPARTMENT ____________ YOUR NAME ____________

TODAY'S DATE ____________ YOUR SIGNATURE ____________

Your answers and opinions on the following topics are valued. Please check the appropriate blanks.

1. Hiring practices for our department include hiring: ____ Not Certified ____ Certified ____ Both

   Why? Please state rationale.

   ____

   ____

2. Is the Minimum Standards program adequately serving the needs of your fire department for recruit firefighters? Yes ____ No ____

   Comments ____________

   ____

3. Do your personnel have opportunities for obtaining? (Check appropriate blanks)

   ____ A.S. Fire Science
   ____ Fire Officer I Certification
   ____ Municipal Fire Inspector Certification
   ____ Volunteer Programs

   Comments ____________

   ____

   ____

   ____

4. Name/s of Institutions where training/education is available for your personnel and approximate mileage one way.

   ____________ ____

   ____

   Comments ____________

5. Are you satisfied with the relationship between your department and the local educational institution(s)? Yes ____ No ____

   Comments ____________

   ____

6. My perception of graduates of:

	Excellent	Good	Fair	Poor
Minimim Standards	____	____	____	____
Fire Officer I	____	____	____	____
Municipal Fire Programs	____	____	____	____
Volunteer Fire Programs	____	____	____	____
A.S. Degree Program	____	____	____	____

   Comments ____________

   ____

7. What do you feel are the implications of new technology on firefighting training and education programs in Florida?

   Comments ____________

   ____

8. What improvements or changes are needed for firefighter training and education delivery in Florida?

   Comments ____________

   ____

Thank you for your comments and participation.

PLEASE MAIL IMMEDIATELY TO:

J. R. Hudson, H.C.C. (613) 253-7628
P. O. Box 75313
Tampa, FL 33675

FLORIDA POSTSECONDARY FIREFIGHTER TRAINING/EDUCATION
STUDENT SURVEY

1. My perception of my firefighter training/education program overall quality is: (Please check)

	Excellent	Good	Fair	Poor
Minimum Standards:	____	____	____	____
Fire Officer I:	____	____	____	____
Municipal Fire Inspector:	____	____	____	____
Volunteer Programs:	____	____	____	____
A. S. Degree Program:	____	____	____	____

Comments ____

____

____

2. My reason for enrolling in a Minimum Standard Program is for: (Please check one)

Career Employment ____________ Volunteer Participation ____________

My employment expectations by enrolling (for those that checked Career Employment):

Excellent ____ Good ____ Fair ____ Poor ____

Comments ____

____

____

3. What improvements or changes are needed for firefighter training and education delivery in Florida?

Comments ____

____

____

Hillsborough Community College
Ybor City Campus • P.O. Box 75313 • Tampa, Florida • 33675 • (813) 253-7628

February 26, 1988

Mr. H. M. "Mack" Flowers, Editor-in-Chief
FLORIDA FIREMAN
P. O. Box 968
Avon Park, FL 33825

Dear "Mack":

During the first half of 1988, J. R. Hudson and Bill Ripley will be conducting a program review of postsecondary Firefighter Education and Training in Florida. This study is funded by a Federal Vocational Education grant.

The purpose of the review is to conduct an evaluation of postsecondary firefighting training and education programs in Florida community colleges and area vocational-technical centers. The review product will be a written report which describes the current status of the state's postsecondary firefighting training and instructional programs, and provides recommendations for further action. The review will focus on issues and problems identified through Department of Vocational, Adult and Community Education (DVACE) institutional reviews, State Board of Community Colleges (SBCC) institutional level data reviews and self-studies, the Division of the State Fire Marshal of the Department of Insurance, and the Firefighter Standards and Training Council, review and survey information, manpower data from the Department of Labor (DOL), reactions of employers, review of the literature, and visits to regional fire service training centers.

This joint study by the DVACE, SBCC, Division of the State Fire Marshal and the Firefighter Standards and Training Council will assess the current situation in firefighting training and education programs statewide in the areas of: curriculum, standards, costs, length, program demand, testing, enrollment, completion and placement rates, costs to update facilities, equipment and materials, and articulation. The goal will be to paint an accurate picture of Firefighter education and training program delivery in Florida and to make recommendations for needed improvements. Some changes will quite probably require improved funding, legislation and rule changes.

We feel that the Florida fire service--career and volunteer--is at the cutting edge in firefighter training and education, but we can and must improve "to be the best that we can be and all that we can be" to more adequately serve the needs and to save lives and property in our fast growing state.

What stands out in Florida is the high degree of cooperation and the desire to serve at the highest level by the various governmental agencies, fire departments, and individuals. This spirit of cooperation was well exemplified in the excellent FTIC, mid-year Chief's Conference, ad hoc education committee and the Firefighter Standards Council meetings in Ocala we attended January 15-20, 1988: and the mid-year Florida Firemans Association Conference on February 20-21, 1988.

We would appreciate you printing our letter in the FLORIDA FIREMAN and for giving us the opportunity to inform everyone about the program review. We desire input from all areas and most especially the forward thinking readership of the FLORIDA FIREMAN magazine. Please have your readers contact us immediately with their concerns, ideas, and suggestions.

Fraternally submitted,

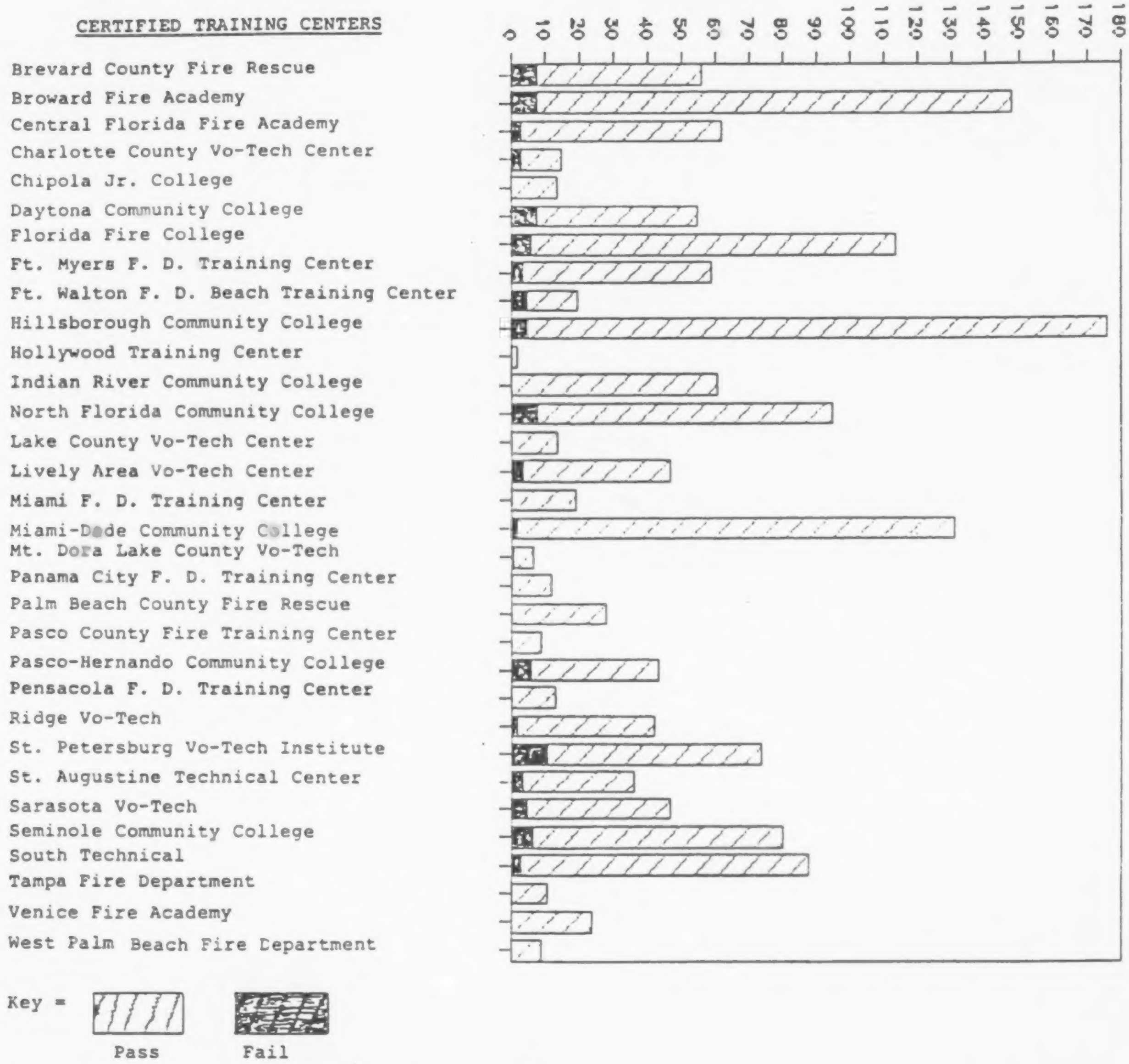
J. R. Hudson

J. R. Hudson, Fire Science Coordinator
Hillsborough Community College
P.O. Box 75313
Tampa, FL 33675 (813) 253-7685

Bill H Ripley
Bill Ripley

MINIMUM STANDARDS RESULTS

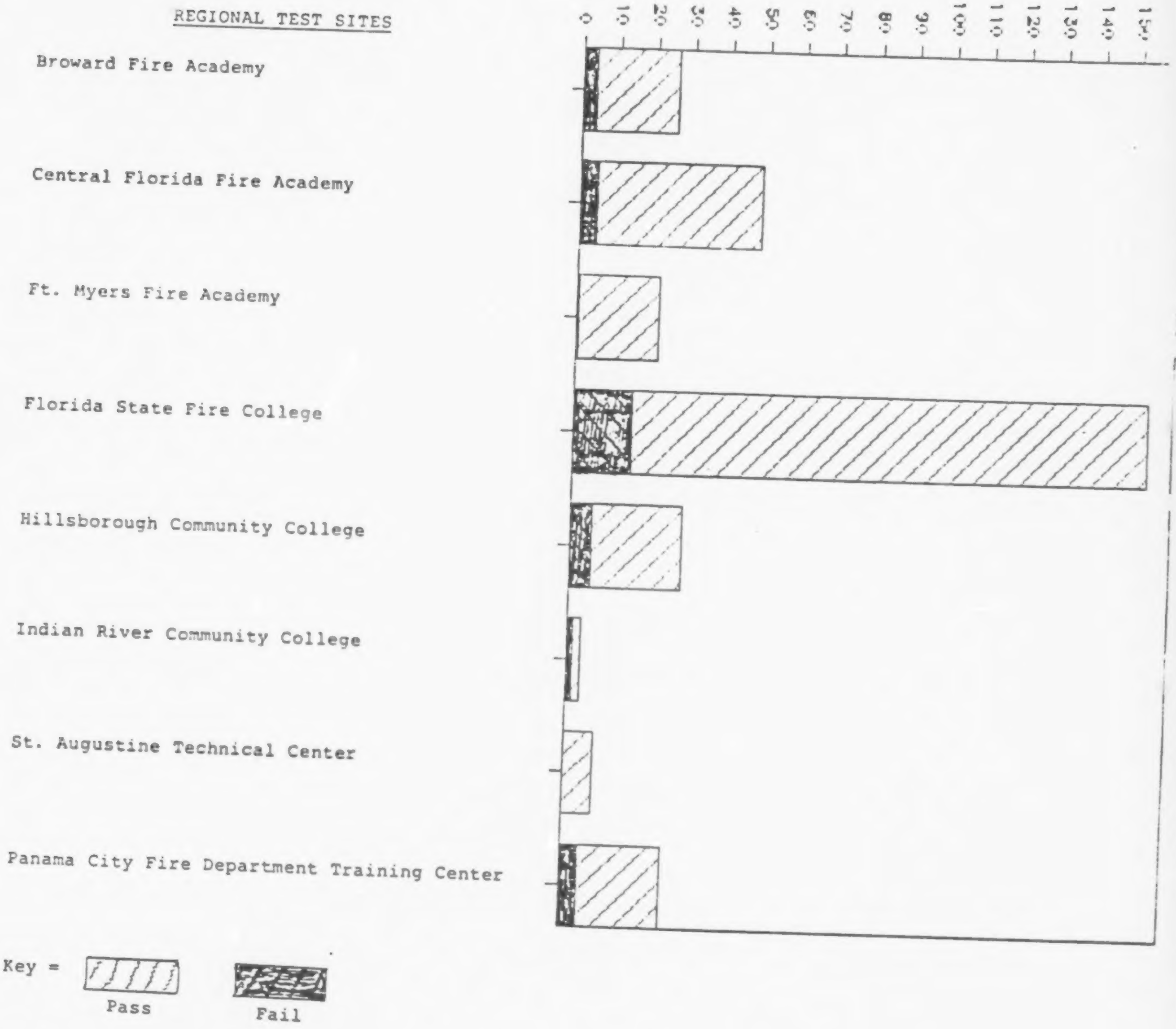
1-1-87 to 12-31-87



Total 1508 103 Total Tested 1611

MUNICIPAL FIRE INSPECTOR RESULTS

1-1-87 to 12-31-87



Total Pass 281 Total Fail 103

Total Tested 320

ANNUAL REPORT
FIRE STANDARDS ACTIVITIES

CERTIFICATES ISSUED	1986-87	TO DATE
COMPLIANCE	1,230	16,227
COMPLETION	0	7,119
COMPLETION LETTERS	1,327	2,785
FORESTRY COMPLIANCE	103	828
FORESTRY COMPLETION	2	67
30 HOUR BASIC VOLUNTEER	1,102	7,347
60 HOUR ADVANCED VOLUNTEER	78	260
MUNICIPAL FIRE SAFETY INSPECTOR	346	1,662
MUNICIPAL FIRE SAFETY INSPECTOR RE-CERTIFICATION	165	822
D.O.E. FIRE SAFETY INSPECTOR	12	214
D.O.E. FIRE SAFETY INSPECTOR RE-CERTIFICATION	32	124
H.R.S. FIRE SAFETY INSPECTOR	7	101
H.R.S. FIRE SAFETY INSPECTOR RE-CERTIFICATION	13	51
HOTEL & RESTAURANT INSPECTOR	0	71
HOTEL & RESTAURANT INSPECTOR RE-CERTIFICATION	0	9
COMPETENCY	168	2,014
INSTRUCTORS	392	3,193
TOTAL	4,977	42,984

ANNUAL REPORT
FIRE STANDARDS ACTIVITIES

EXAMINATIONS ADMINISTERED	1986-87	TO DATE
FIREFIGHTER MINIMUM STANDARDS	1,288	18,166
MINIMUM STANDARDS EQUIVALENCY	50	644
FORESTRY MINIMUM STANDARDS	62	858
30 HOUR VOLUNTEER BASIC	1,297	9,291
60 HOUR VOLUNTEER ADVANCED	118	323
VOLUNTEER DRIVER ENGINEER	59	171
MUNICIPAL FIRE SAFETY INSPECTOR	274	1,089
D.O.E. FIRE SAFETY INSPECTOR	11	144
H.R.S. FIRE SAFETY INSPECTOR	1	88
FIRE OFFICER I	117	158
INSTRUCTORS	201	1,953
PUMP OPERATOR	10	38
RE-EXAMINATIONS	214	1,311
TOTAL	3,702	34,234

Bill Gunter
STATE TREASURER
STATE FIRE MARSHAL
INSURANCE COMMISSIONER

Reply to:

BUREAU OF FIRE STANDARDS
AND TRAINING
1501 W. Silver Springs Blvd.
Ocala, FL 32675-6499

Phone: 904/732-0526

Office of
State Fire Marshal
Larson Building
STATE OF FLORIDA
TALLAHASSEE 32304

August 31, 1987

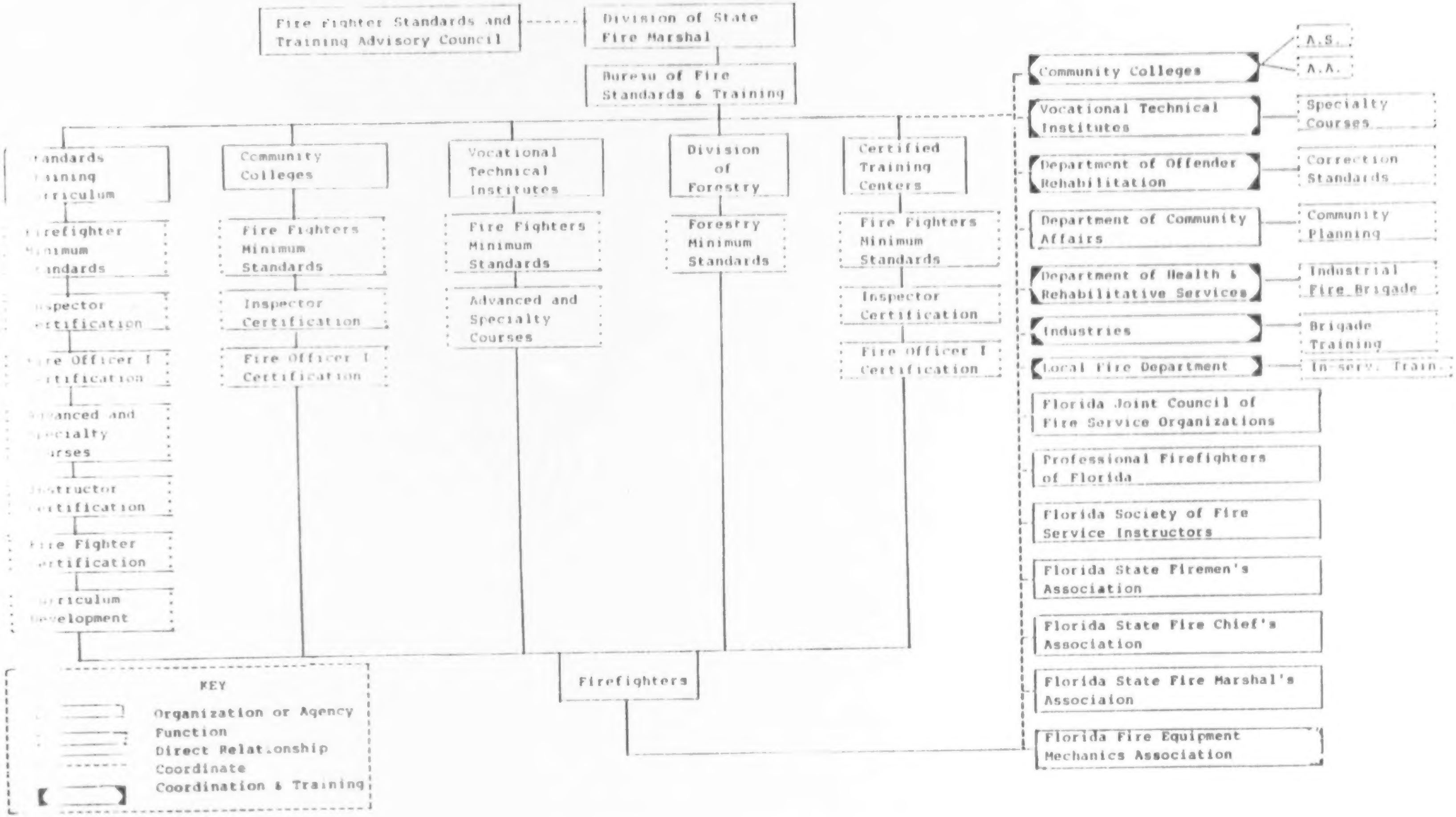
TO: FIREFIGHTERS STANDARDS ADVISORY COUNCIL

FROM: BUREAU OF FIRE STANDARDS

SUBJECT: FIRE OFFICER ONE EXAMINATIONS - 1987

STUDENTS TESTED		PASSED	FAILED	
JANUARY	23	15	8	
RETEST	5	4	1	
APRIL	22	16	6	
RETEST	9	7	2	
JULY	42	36	6	
RETEST	9	5	4	
TOTAL STUDENTS TESTED				
1987	87	67	20	78% pass rate
RETESTED	23	16	7	70% pass rate

FLORIDA FIRE SERVICE TRAINING - ORGANIZATIONAL RELATIONSHIPS


Fire Fighter Standards and Training Advisory Council
Division of State Fire Marshal
Bureau of Fire Standards & Training
andards aining rriculum
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spector ertification
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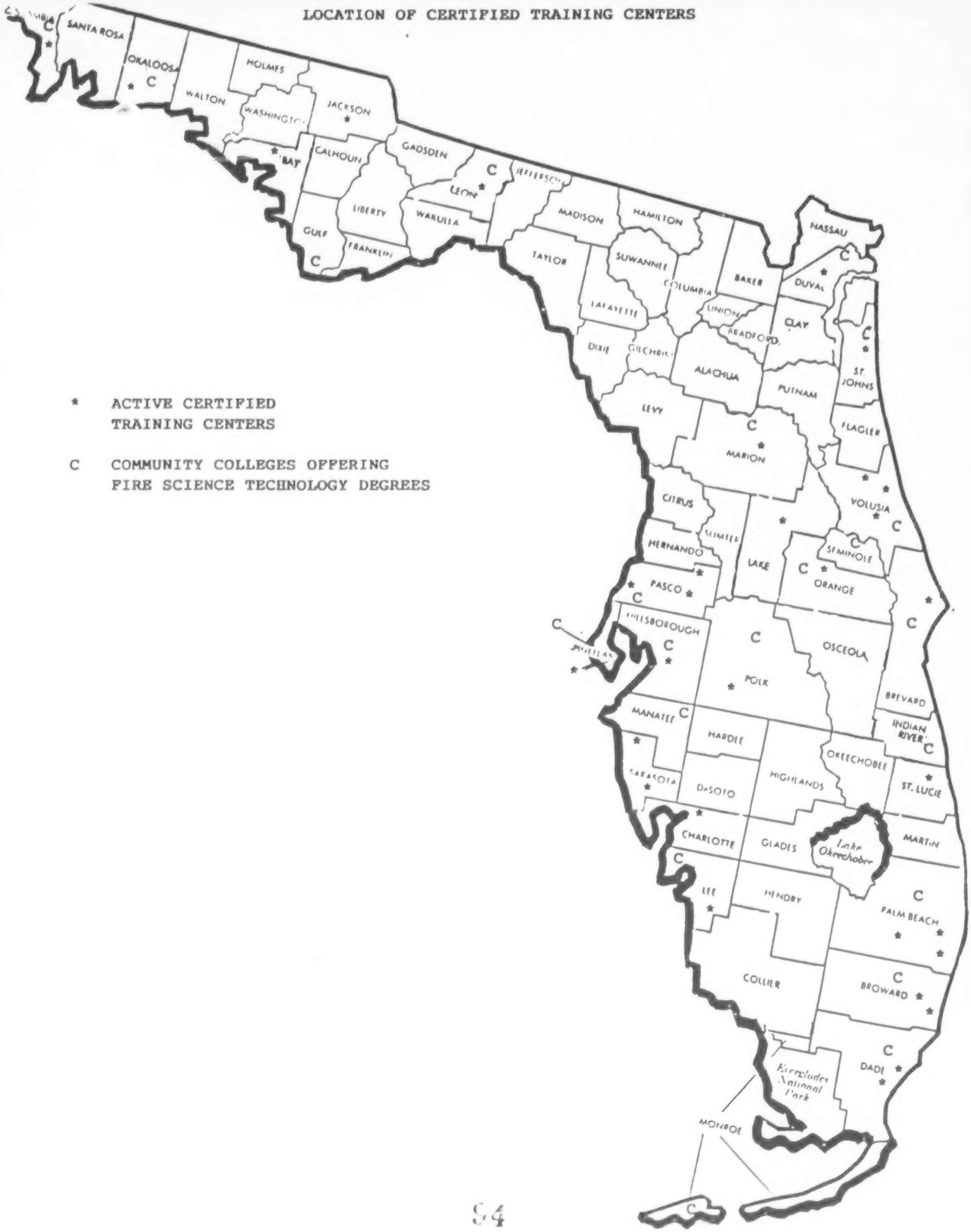
nstructor ertification
Fire Fighter ertification
urriculum evelopment
Community Colleges
Fire Fighters Minimum Standards
Inspector Certification
Fire Officer I Certification
Vocational Technical Institutes
Fire Fighters Minimum Standards
Advanced and Specialty Courses
Division of Forestry
Forestry Minimum Standards
Certified Training Centers
Fire Fighters Minimum Standards
Inspector Certification
Fire Officer I Certification
Firefighters
Community Colleges
A.S.
A.A.
Vocational Technical Institutes
Specialty Courses
Department of Offender Rehabilitation
Correction Standards
Department of Community Affairs
Community Planning
Department of Health & Rehabilitative Services
Industrial Fire Brigade
Industries
Brigade Training
Local Fire Department
In-serv. Train.
Florida Joint Council of Fire Service Organizations
Professional Firefighters of Florida
Florida Society of Fire Service Instructors
Florida State Firemen's Association
Florida State Fire Chief's Association
Florida State Fire Marshal's Associaion
Florida Fire Equipment Mechanics Association
KEY
Organization or Agency
Function
Direct Relationship
Coordinate
Coordination & Training

BEST COPY AVAILABLE

LOCATION OF CERTIFIED TRAINING CENTERS


ESCAMBIA
SANTA ROSA
OKALOOSA
HOLMES
WALTON
WASHINGTON
JACKSON
BAY
CALHOUN
GADSDEN
LEON
JEFFERSON
LIBERTY
WAKULLA
GULF
FRANKLIN
MADISON
HAMILTON
NASSAU
TAYLOR
SUWANNEE
COLUMBIA
BAKER
DUVAL
LAFAYETTE
UNION
BRADFORD
CLAY
DIXIE
GILCHRIST
ALACHUA
ST. JOHNS
PUTNAM
LEVY
FLAGLER
MARION
CITRUS
VOLUSIA
SUMTER
HERNANDO
SEMINOLE
LAKE
ORANGE
PASCO
HILLSBOROUGH
PINELLAS
OSCEOLA
POLK
BREVARD
MANATEE
INDIAN RIVER
HARDEE
OKEECHOBEE
SARASOTA
DeSOTO
HIGHLANDS
ST. LUCIE
CHARLOTTE
GLADES
Lake Okeechobee
MARTIN
LEE
HENDRY
PALM BEACH
COLLIER
BROWARD
Everglades National Park
DADE
MONROE

* ACTIVE CERTIFIED TRAINING CENTERS

C COMMUNITY COLLEGES OFFERING FIRE SCIENCE TECHNOLOGY DEGREES

CERTIFIED TRAINING CENTERS

(revised 8-4-87)

BREVARD COUNTY FIRE RESCUE
Captain Karl Thompson
1746 Cedar Street
Rockledge, FL 32955
(305) 631-1776

BROWARD FIRE ACADEMY
Chief Robert Arndt
2600 S.W. 71st Terrace
Davie, FL 33314
(305) 474-4664

CENTRAL FLORIDA FIRE ACADEMY
William L. Miles, Coordinator
2960 West Oak Ridge Road
Orlando, FL 32809
(305) 855-3281

CHARLOTTE COUNTY VO-TECH CENTER
Michael Harper, Coordinator
1468 Toledo Blade Boulevard
Port Charlotte, FL 33948-3399
(813) 629-6819

CHIPOLA JUNIOR COLLEGE
Gary Lathram, Coordinator
Fire Science Department
Marianna, FL 32446
(904) 526-2761

DADE CITY TRAINING CENTER
Assistant Chief R.N. McBee
312 North 5th Street
Dade City, FL 33525
(904) 567-3778

DAYTONA BEACH COMMUNITY COLLEGE
Mr. Bruce Wragg, Director
Volushia Avenue
Daytona Beach, FL 32015
(904) 255-8131

FLORIDA STATE FIRE COLLEGE
Bureau Chief F.C. Stark
1501 West Silver Springs Boulevard
Ocala, FL 32675-6499
(904) 732-0526

FORT MYERS TRAINING CENTER
Chief Ray Alvarez
2404 Anderson Avenue
Fort Myers, FL 33901
(813) 334-6222

FORT WALTON BEACH TRAINING CENTER
Captain Steve Womble
5 Hollywood Boulevard, N.E.
Fort Walton Beach, FL 32548
(904) 243-8721

HILLSBOROUGH COMMUNITY COLLEGE
J.R. Hudson, Coordinator
Ybor Campus
2001 N. 14th Street
Tampa, FL 33605
(813) 253-7628

HOLLYWOOD TRAINING CENTER
Division Chief Vito Splendorio
3401 Hollywood Boulevard
Hollywood, FL 33021
(305) 921-3293

INDIAN RIVER COMMUNITY COLLEGE
Michael Dashosh, Coordinator
3209 Virginia Avenue
Fort Pierce, FL 33450
(305) 464-7676

JACKSONVILLE TRAINING CENTER
Training Chief Charles Clark
2345 Rosselle Street
Jacksonville, FL 32202
(904) 630-0845

LAKE COUNTY VO-TECH CENTER
Terry Miller, Administrator
2001 Kurt Street
Eustis, FL 32726
(904) 357-8222

LIVELY AREA VO-TECH CENTER
Paul Garner, Director
500 Appleyard Drive
Tallahassee, FL 32304
(904) 487-7555

MIAMI-DADE COMMUNITY COLLEGE
Tony Muniz, Coordinator
South East FL Academy of Fire Science
11380 N.W. 27th Avenue
Miami, FL 33167
(305) 347-1360

MIAMI TRAINING CENTER
Chief Don Lemay
3425 Jefferson Street
Coconut Grove, FL 33133
(305) 579-6239

PALM BEACH COUNTY FIRE RESCUE
Chief John Sluth
50 South Military Trail
West Palm Beach, FL 33415
(305) 734-8309

PANAMA CITY TRAINING CENTER
Captain James McNeil
611 East Highway 98
Panama City, FL 32401
(904) 785-1013

PASCO COUNTY TRAINING CENTER
Chief Duncan Hitchcock
530 Sunset Road
New Port Richey, FL 33552
(813) 847-8188

PASCO-HERNANDO COMMUNITY COLLEGE
Bruce Sutherland, Director
2401 C.R. 41 North
Dade City, FL 33525
(813) 996-5080

PENSACOLA TRAINING CENTER
Training Chief Pat Herrington
239 North Spring Street
Pensacola, FL 32501
(904) 438-4413

RIDGE VO-TECH
Jesse Lovering, Coordinator
7700 State Road 544 North
Winter Haven, FL 33880
(813) 422-6402

ST. AUGUSTINE TECHNICAL CENTER
Douglas Stewart, Coordinator
Collins Avenue at Del Monte Drive
St. Augustine, FL 32084
(904) 824-4401

ST. PETERSBURG VO-TECH INSTITUTE
Herb Johnson, Coordinator
901 34th Street South
St. Petersburg, FL 33711
(813) 327-3671

SARASOTA FIRE ACADEMY
Captain Julius Halas
400 North Beneva Road
Sarasota, FL 33580
(813) 953-4680

SEMINOLE COMMUNITY COLLEGE
James L. King, Fire Science
Sanford, FL 32771
(305) 323-1450

SOUTH TECHNICAL EDUCATION CENTER
D.C. Wenberg, Coordinator
1300 S.W. 30th Avenue
Boynton Beach, FL 33435
(305) 737-7400

VENICE FIRE ACADEMY
Captain Michael Beagle
112 South Harbor Drive
Venice, FL 33595
(813) 485-3335

VOLUSIA COUNTY FIRE ADMINISTRATION
Training Center
Chief Paul Adkins
P.O. Box 2114
DeLand, FL 32721-2114
(904) 736-7954

WEST PALM BEACH TRAINING CENTER
Assistant Chief Widing
500 North Dixie Highway
West Palm Beach, FL 33401
(305) 833-0815

RULES OF THE
INSURANCE COMMISSIONER AND TREASURER
AS STATE FIRE MARSHAL
CHAPTER 4A-37
STANDARDS AND TRAINING

PART I
QUALIFICATIONS FOR EMPLOYMENT
REPEALED 9-7-81

PART II
TRAINING AND CERTIFICATION
REPEALED 9-7-81

PART III
QUALIFICATION FOR EMPLOYMENT

4A-37.30 Employed By. The term "employed by" as used in this rule chapter, means that point at which a person receives compensation, directly or indirectly, from any employing agency, as defined in Section 633.30(2), Florida Statutes, for assuming the responsibilities for or the performance of the duties of a firefighter, as outlined in Section 633.30(1), Florida Statutes.
Specific Authority 633.45(2)(a) FS., Law Implemented 633.30(1), (2), FS. History - New 9-7-81, Previously Numbered 4A-37.07.

4A-37.31 Initially Employed. The term "initially employed", as used in this rule chapter, means that point at which a person assumes the responsibilities for or performs the duties of a firefighter, as outlined in Section 633.01(1), Florida Statutes, for an "employing agency", as that term is defined in Section 633.30(2), Florida Statutes, and used throughout these rules. In order for a person to be eligible to be initially employed he must meet all requirements as outlined in Section 633.34, Florida Statutes.
Specific Authority 633.45(2)(a), FS. Law Implemented 633.30(1), (2), 633.34 FS. History - New 9-7-81, Previously Numbered 4A-37.36.

4A-37.32 Regular or Permanent.

(1) The term "regular or permanent" as used in this rule chapter means that point at which a person, regardless of the number of hours of duty worked per week, is assigned to the regular shift or duty assignment normally assigned regular or permanent employees already certified to perform the tasks of a "firefighter", as that term is defined in Section 633.30(1), Florida Statutes, and used throughout these rules.

(2) No person shall be employed as a regular or permanent firefighter as defined by the employing agency until he has obtained a Certificate of Compliance. The employing agency has the authority to define the probationary period. The new

employee must have successfully completed the Minimum Standards Course and must receive his Certificate of Compliance within one (1) year from the date of employment.

(3) If an employee is terminated and then rehired by the same employing agency, then the date of initial employment, for the purpose of determining the time frame for the required training program, will be the date of original employment.

(4) New firefighter employees may be allowed to respond to emergencies while awaiting entrance into the Florida Firefighters Minimum Standards Course of Training only when they have successfully completed pre-assignment training as prescribed by the employing agency. The pre-assignment training must be of a duration of no less than 16 hours and the successful completion of which will be marked in the appropriate space on the FST-1 form "Qualification of New Employee" (See Rule 4A-37.39).
Specific Authority 633.45(2)(a), FS. Law Implemented 633.30(1), (2), 633.34, 633.35 FS. History - New 9-7-81.

4A-37.33 Qualification of New Employee. Upon the initial employment of a firefighter, the employing agency shall forward to the "Division", as the term is defined in Section 633.30(5), Florida Statutes, and used throughout these rules, a completed FST-1 form entitled "Qualification of New Employee" (See Rule 4A-37.39) which evidences that the new employee has met the qualification requirements of Section 633.34, Florida Statutes. This form, along with the FST-2 form "Medical Examination" (See Rule 4A-37.39) and a copy of the high school diploma or

4A-37.033 Qualification of New Employee. Upon the initial employment of a firefighter, the employing agency shall forward to the "Division", as the term is defined in Section 633.30(5), Florida Statutes, and used throughout these rules, a completed FST-1 form entitled "Qualification of New Employee" (See Rule 4A-37.039) which evidences that the new employee has met the qualification requirements of Section 633.34, Florida Statutes. This form, along with the FST-2 form "Medical Examination" (See Rule 4A-37.039), a copy of the high school diploma or equivalent, fingerprint card and processing fee, shall be submitted to the Division within five (5) days after initial employment.
Specific Authority 633.45(2)(a) FS. Law Implemented 633.35(2), 633.45(2)(i) FS. History - New 9-7-81, previously numbered 4A-37.12 and 4A-37.33, Amended 11-26-85.

4A-37.034 High School Education Requirement.

(1) The high school education requirement of Section 633.34(1), Florida Statutes, is a pre-employment requirement which must be met prior to initial employment as a firefighter.

(2) The Division shall consider a high school diploma or transcript evidencing graduation from an accredited private or public school as proof of high school education.

(3) The Division shall consider successful completion of the General Educational Development (G.E.D.) tests, including

United States Armed Forces Institute (U.S.A.F.I.) tests, to be the equivalent of a high school diploma.

(4) In the absence of proof of successful high school completion or General Educational Development (G.E.D.) test, the Division will recognize an Associate Degree or transcript showing verification of successful completion of two years of college work from any state accredited institution as satisfying this requirement.

(5) High school completion certificates or certificates of attendance will not be recognized by the Division as meeting the requirements of a high school diploma under this rule.
Specific Authority 633.45(2)(a), FS. Law Implemented 633.34(1), 633.45(1)(a) FS. History - New 9-7-81 previously numbered 4A-37.02 and 4A-37.34, Amended 11-26-85.

4A-37.035 Fingerprint Procedure.

(1) Fingerprints must be taken prior to the initial employment as a firefighter in compliance with Section 633.34(3), Florida Statutes. Each employing agency having firefighters or fire safety inspectors under its jurisdiction shall begin the fingerprint procedure by submitting the completed fingerprint card, Form DI4-223, to the Bureau of Fire Standards and Training, 1501 West Silver Springs Blvd., Ocala, Florida 32675-6499. Form DI4-223 must be obtained directly from the Bureau. A processing fee, payable to the "Bureau of Fire Standards and Training" must accompany Form DI4-223 or the fingerprint card will not be processed. The processing fee is the total of the current fees charged by the Florida Department of Law Enforcement and the F.B.I., respectively plus $1.00. The Bureau of Fire Standards and Training retains the one dollar to cover the cost of postage and handling. The balance is paid to the Florida Department of Law Enforcement and to the Federal Bureau of Investigation for criminal history checks. Payment shall be in one of the following forms: money order; cashiers check; certified check; municipal government check; or county government check.

(2) The Bureau of Fire Standards and Training will transmit the fingerprint cards to the Florida Department of Law Enforcement for a criminal history information search. Applicants may be employed while the fingerprints are being processed. If the fingerprint criminal history information search reveals information that would be grounds for denial of state certification, then the employment of the applicant must be denied or terminated by the employing agency. If the results of the criminal history information search as supplied to the Bureau of Fire Standards and Training show that the applicant had criminal charges made against him but do not show the disposition of those charges, then it shall be the responsibility of the applicant to find out the disposition of those charges and to provide that information to the Bureau of Fire Standards and Training. The information as to the disposition of the charges shall be supplied to the Bureau by the applicant within 21 days after receipt by the applicant. When supplied to the Bureau, the information on the disposition of the charges shall bear the seal of the presiding court or the arresting agency. Failure to notify the Bureau of the

disposition of criminal charges shall result in denial of certification of the applicant.

(3) If a firefighter applicant desires to review his criminal history record, he or she may obtain the appropriate form from the Florida Department of Law Enforcement, Post Office Box 1489, Tallahassee, Florida, 32302, to apply for release of this information.

Specific Authority 633.45(2)(a) FS. Law Implemented 633.34(3), 633.45(1)(a) FS. History - New 9-7-81, previously numbered 4A-37.03 and 4A-37.35, Amended 5-27-84, 11-26-85.

4A-37.036 Determination of Moral Character.

(1) Determination of good moral character is a pre-employment requirement which must be met prior to initial employment as a firefighter in compliance with Section 633.34(4), Florida Statutes.

(2) The employing agency shall make a determination of good moral character based on the application of local, community standards to the results of the investigation carried out by the employing agency using the procedure outlined in subsection (3), below.

(3)(a) The employing agency shall carefully review the results of any criminal history information search it may have received.

(b) The employing agency shall make inquiries about the applicant of all of the applicant's employers for the five years immediately preceding the application for employment as a firefighter.

(c) The employing agency shall interview three persons, none of whom are related by blood or marriage to the applicant, from whom information about the applicant's moral character may reasonably be expected to be obtained.

(d) The employing agency may check the files of the local credit bureaus serving those areas in which the applicant has lived for the five years immediately preceding the application for employment as a firefighter.

(e) The employing agency is authorized to use the services of private firms to carry out part or all of the required investigation.

(f) The employing agency may request a copy of the applicant's discharge documents, specifically DD214 form, for any branch of the armed forces of the United States in which the applicant served.

(g) The employing agency may check with the Dean's office of any College or University the applicant has attended.

(h) The employing agency may make any other inquiries reasonable or necessary to reach a sound determination of good moral character.

(4) The employing agency shall forward the results of its investigation to the Division for its review, if so requested.

(5) Results of the investigation shall be maintained by the employing agency for so long as the applicant remains employed by the employing agency and for two years after the firefighter terminates his employment with the employing agency.

Specific Authority 633.45(2)(a) FS. Law Implemented 633.34(4), 633.45(1)(a) FS. History - New 9-7-81, previously numbered 4A-37.04 and 4A-37.36, Amended 11-26-85.

4A-37.037 Pre-employment Medical Examination.

(1) Establishment of good physical condition of the applicant by a medical examination is a pre-employment requirement which must be met prior to initial employment as a firefighter in compliance with Section 633.34(5), Florida Statutes.

(2) Prior to initial employment as a firefighter, the applicant shall be given a thorough medical examination by a physician or surgeon licensed to practice in the State of Florida pursuant to Chapter 458, Florida Statutes, or an osteopathic physician or surgeon licensed to practice in the State of Florida pursuant to Chapter 459, Florida Statutes.

(3) Such examinations shall be conducted for the purpose of detecting or determining the presence of deficiencies or abnormalities which would reasonably be expected to limit the abilities of the applicant to satisfactorily and safely perform all the duties associated with firefighting and/or predispose the applicant to injury or disability.

(4) It is emphasized that the medical requirements establish a minimum standard for compliance. The medical test is the examination by the physician which searches for systemic, organic, or skeletal deficiencies that would be disqualifying or limiting. The medical standards prescribed by the Division are those published by the National Fire Protection Association in its pamphlet NFPA No. 1001, "Fire Fighter Professional Qualifications," 1981 edition, Section 2-2, "Medical Requirements for Fire Department Candidates," pages 1001-8 through 1001-35, inclusive, which is hereby incorporated in this rule and made a part of the rule by reference. A copy of this publication may be obtained by writing the association, whose address is: National Fire Protection Association, Inc., Batterymarch Park, Quincy, Massachusetts 02269. Any applicant not satisfying the minimum requirements prescribed by the Division for the medical examination shall not be qualified for employment. The results of the medical examination shall be reported to the Division on a completed FST-2 form entitled "Medical Examination" (See Rule 4A-37.039).
Specific Authority 633.45(2)(a) FS. Law Implemented 633.34(5), 633.45(1)(a) FS. History - New 9-7-81, previously numbered 4A-37.05 and 4A-37.37, Amended 11-26-85.

4A-37.38 Termination of Employee. Upon the termination of employment of a firefighter, the employing agency shall forward to the Division a completed FST-3 form, entitled "Notice of Termination" (See Rule 4A-37.39). This form shall be submitted within five (5) days after date of termination.
Specific Authority 633.45(2)(a) FS. Law Implemented 633.45(2)(i) FS. History - New 9-7-81, previously numbered 4A-37.19.

4A-37.039 Prescribed Forms for Employment and Termination.

(1) Information required by the Division in this Rule Chapter is to be furnished on prescribed forms as set out specifically in these rules. Copies of said forms as identified and required in Part III or elsewhere in these rules are incorporated herein as a part hereof. Additional copies of said forms for duplication purposes may be obtained by writing to the Division of State Fire Marshal, Bureau of Fire Standards and Training, Department of Insurance, 1501 West Silver Springs Boulevard, Ocala, Florida 32675.

(2) The prescribed forms under this rule are:

(a) FST-1 form entitled "Qualification of New Employee" which must be submitted to the Division within five (5) days after employment of any firefighter.

1. When employing a firefighter who has not been previously employed or certified as a firefighter in the State of Florida or whose certification has lapsed, the FST-1 form shall be submitted in conjunction with the FST-2 form, "Medical Examination," a copy of the high school diploma or equivalent and the fingerprint card with the required processing fee.

2. When employing a firefighter who is currently certified with a Certificate of Tenure or Compliance, only the FST-1 form need be submitted.

3. When employing a firefighter who has been issued a Certificate of Completion for successful completion of the Minimum Recruit Training Course, the FST-1 form shall be submitted in conjunction with the FST-2 form and high school diploma or equivalent and the fingerprint card with the required processing fee.

(b) FST-2 form entitled "Medical Examination" which must be submitted to the Division with five (5) days after employment of any firefighter.

(c) FST-3 form entitled "Notice of Termination" which must be submitted to the Division within five (5) days after the date of termination.

Specific Authority 633.45(2)(a) FS. Law Implemented 633.34, 633.35, 633.38, 633.45 FS. History - New 9-7-81, previously numbered 4A-37.20 and 4A-37.39, Amended 11-26-85.

PART IV
TRAINING AND CERTIFICATION

4A-37.050 Types of Training Certificates Issued.

(1) Certificate of Tenure. This is a "grandfather" certificate issued to all firefighters who were employed in Florida by an employing agency on or prior to July 5, 1969, signifying that the firefighter comes within the purview of the saving clause set forth in Section 633.41, Florida Statutes. This certificate shall remain valid so long as the firefighter complies with the provisions of Rule 4A-37.052. Any firefighter who is unemployed or inactive as a firefighter for a period of more than two years loses his Certificate of Tenure and must meet the requirements to take and must take the Equivalency Examination specified in Rule 4A-37.054. The Certificate of Tenure shall remain valid if a firefighter actively participates in an organized volunteer fire department which participation is verified by notarized records.

(2) Certificate of Compliance. This certificate is issued to any person satisfactorily complying with the training program required to be established by Section 633.35(1), Florida Statutes, and the qualifications for employment set forth in Section 633.34, Florida Statutes, as provided in Section 633.35(2), Florida Statutes.

(3) Certificate of Competency. This certificate is issued to any person who successfully completes and meets the prescribed curricula and standards for advanced and specialized training courses established by the provisions of Section 633.38(1)(a), Florida Statutes.

(4) Certificate of Instruction. This certificate is issued to any person who successfully completes a course of instruction provided by the Division of State Fire Marshal through the Florida State Fire College as provided for in Section 633.43 and 633.44, Florida Statutes.

(5) Certificate of Forestry Compliance. This certificate for the Division of Forestry compliance will be issued to any person who successfully completes the Forestry training program established as authorized by Section 633.35(1), Florida Statutes, and the qualifications for employment set forth in Section 633.34, Florida Statutes, as provided for in Section 633.35(2), Florida Statutes.

Specific Authority 633.45(2)(a) FS. Law Implemented 633.34, 633.35(1), (2), 633.41, 633.43, 633.44, 633.45(1)(d) FS. History - New 9-7-81, previously numbered 4A-37.13 and 4A-37.50, Amended 11-26-85.

4A-37.051 Upgrading of Certificates.

(1) Any Certificate of Completion existing on the effective date of this rule amendment which is 11-26-85, is valid for two years so long as the applicant complies with the provisions of Rule 4A-37.052. This certificate may be upgraded to a Certificate of Compliance if the applicant meets the requirements of Section 633.34, Florida Statutes, and Rules 4A-37.033 through 4A-37.037, provided the forms required by this rule chapter are submitted. Upon issuance of a Certificate of Compliance the Certificate of Completion is voided.

(2) Any individual who possesses a Certificate of Tenure may be issued an additional certificate upon successful completion of the Minimum Standards course. If the individual meets all the requirements of Section 633.34, Florida Statutes, he will be awarded a Certificate of Compliance. However, the Certificate of Tenure shall remain valid.

(3) Certificates of Compliance and Certificates of Forestry Compliance are not interchangeable; they cannot be substituted for each other when an individual transfers from one branch of the fire service to the other. A Certificate of Forestry Compliance is needed for a person to be employed as a firefighter for the Division of Forestry of the Department of Agriculture and Consumer Services pursuant to Chapter 589, Florida Statutes, and a Certificate of Compliance is needed to be employed as a firefighter for any other employing agency within the State.
Specific Authority 633.45(2)(a) FS. Law Implemented 633.34, 633.45(2)(i) FS. History - New 9-7-81, previously numbered 4A-37.51, Amended 11-26-85.

4A-37.052 Retention of Certification.

(1) Any individual who is, or has been, employed as a firefighter with an organized fire service and who has been certified by the Division as a firefighter with an organized fire service and further certified as being in compliance with the prescribed standards and qualifications for such employment and who terminates such employment for cause(s) which would not have been a cause for failure to qualify for initial employment as a firefighter under the provisions of Section 633.34, Florida Statutes, shall retain such certification provided that the individual resumes full-time, paid employment with an organized fire service within the purview of the Division within a period of two (2) years immediately subsequently to such termination.

(2) Any individual who has not been employed as a full-time, paid firefighter, but who has been issued a Certificate of Completion by the Division shall be eligible for full-time employment providing he meets the qualification requirements of Section 633.34, Florida Statutes, and is employed as a full-time, paid firefighter with an organized fire service within the purview of the Division within a period of two (2) years immediately subsequent to the date of initial certification.

(3) A Certificate of Compliance shall not be considered as being valid for re-entry into full-time, paid fire service beyond two (2) years unless the applicant submits official, notarized records of active participation in an organized fire service and unless the applicant also meets the requirements of Section 633.34, Florida Statutes. Each request shall be determined on its merit and documentation.

(4) Unless one of the previous conditions is met, the individual shall be required to meet the standards and qualifications applying to initial employment as a firefighter in effect at the time of his re-entry into the fire service, or, when the factual situation permits, comply with the provision of Rule 4A-37.054 in successfully passing the Equivalency Examination.

(5) If an individual is placed on disability leave due to injury or illness, it is the responsibility of the employing agency to ensure that the disability has been corrected prior to allowing the firefighter to resume combat duties. If the firefighter becomes permanently disabled due to injury or illness and is unable to perform firefighter functions, such disability shall be grounds for the termination of certification.

(6) For purposes of Rule Chapter 4A-37, the term "organized fire service" shall include all entities whose function is to provide fire protection services, fire inspection services, or fire protection and/or inspection training services.

Specific Authority 633.38(1)(a), 633.45(2)(a) FS. Law Implemented 633.35, 633.38, 633.45 FS. History - New 9-7-81, previously numbered 4A-37.14 and 4A-37.52, Amended 11-26-85.

4A-37.53 Correction of Improperly Issued Certification.

(1) When evidence is found that certification has been issued by the Division through administrative error or on the basis of information which is subsequently found to be incorrect or incomplete, such certification shall be considered withdrawn and held in suspension or abeyance and the following actions taken:

(a) If because of administrative error, such error shall be corrected and the appropriate certificate issued.

(b) If because of invalid information, the submitting person or agency shall be given the opportunity to amend or modify the information to reflect the facts, and submit fully supporting evidence for such amendments.

(2) It shall be the responsibility of the submitting person or agency, upon written request from the Division, to promptly surrender such improperly issued certification to the office of the Division and the person, persons, place or facility covered by the improperly issued certification shall revert to the status held prior to the issuance of such improper certification.

Specific Authority 633.45(2)(a) FS. Law Implemented 633.45(2)(i) FS. History - New 9-7-81.

4A-37.054 Equivalency Examination.

(1) The Division may issue a Certificate of Compliance to any person who successfully passes the written and practical Equivalency Examination. This examination is given on the second (2nd) Monday of January, April, July and October and is administered only at the Florida State Fire College in Ocala.

(2) To qualify to take the examination the individual must:

(a) Submit documentation showing three (3) years experience as a paid firefighter; This requirement may be waived if the individual has taken the Minimum Standards Training Course and successfully passed the examination;

(b) Submit documentation proving that the individual has received training equivalent to that required in the Minimum Standards Course as outlined in Rule 4A-37.055; and

(c) Submit a copy of a medical examination taken within the last six (6) months showing that the applicant meets the standards of NFPA 1001, 1981 edition as adopted pursuant to Rule 4A-37.037(2).

(d) Submit a high school diploma or its equivalent.

(e) Submit the required fingerprint card and processing fee.

In order for a person to be eligible to be tested, required paperwork must be transmitted to the Division at least ten days prior to the examination for review, verification and approval.

(3) These documents must show proof of the number of years spent in the fire service and establish proof of the number of course hours and of subjects covered as to all previous training received, with copies of certificates awarded therefor and a copy of a recent medical examination. When the review has been completed the individual will be notified in writing whether or not he has qualified to take the examination. This examination is a one-time opportunity; both portions of the examination must be passed on the first attempt.

(4) If the individual passes the examination and meets the other requirements of Section 633.34, Florida Statutes, and Rules 4A-37.033 through 4A-37.037, provided the required forms as prescribed in these rules are submitted, he is eligible for a Certificate of Compliance. If the individual fails to pass the Equivalency Examination, either the written or practical, he will be required to successfully complete the minimum standards course described in Rule 4A-37.055 in order to be certified as a firefighter in the State of Florida and to take the examination after completion of the training course.

Specific Authority 633.45(2)(a) FS. Law Implemented 633.45(1)(d), 633.45(2)(i) FS. History - New 9-7-81, previously numbered 4A-37.11 and 4A-37.54, Amended 11-26-85.

4A-37.055 Minimum Curriculum Requirements for Training Firefighter Recruits or Firefighters. The minimum firefighter training embodied in the curriculum requirements for schools operated by or for any employing agency for the specific purpose of training firefighter recruits or firefighters shall consist of basic firemanship courses and shall be referred to collectively hereinafter as the "Minimum Standards Course". The individual courses shall have the titles, content and at least the minimum hours of instruction as prescribed by the Division and as listed below in this rule. The completion of the FST-5 form entitled "Verification of Prescribed Training Hours" (See Rule 4A-37.061) shall evidence compliance with minimum curriculum requirements and said form is to be presented to the State Examiner prior to the final examination. The employing agency may, and is encouraged to, offer additional training above that stipulated in this chapter for firefighter recruit training.

(1) Orientation (4 hours lecture): introduction; outline of training program; student duties and responsibilities; testing procedures; familiarization with training facilities; responsibilities of the training; purpose and objectives of fire service; fire department organizational structure; the firefighter's responsibilities in the community; history of the fire service; higher education in the fire service; fire

department terminology; communications systems; response to alarms; safety clothing.

(2) Fire Behavior (8 hours lecture): principles of combustion and chemistry of fire; classes of fire and characteristics of combustibles; explosions; principles of fire control.

(3) Portable Extinguishers (3 hours lecture, 2 hours drill): types and classes; extinguishing agents; demonstrations and student drills.

(4) Protective Breathing Equipment (3 hours lecture, 4 hours drill): types of breathing equipment; limitations of each; practice drills and exercises.

(5) Apparatus and Equipment (2 hours lecture, 2 hours drill): descriptions, familiarization and recognition of apparatus and equipment. The provisions of Chapter 10, Section 10-2, entitled "Equipment Carried on Pumpers" in National Fire Protection Association (NFPA) Pamphlet No. 1901, 1979 edition, shall be applicable to this subsection, and the same is hereby incorporated by reference as a part hereof. (Copies of this pamphlet are available to the public and may be obtained by writing the National Fire Protection Association, Batterymarch Park, Quincy, Massachusetts 02269).

(6) Tools and Equipment (2 hours lecture, 8 hours drill): ropes, uses of tools on pumpers.

(7) Ladders (3 hours lecture, 12 hours drill): pumper extension, roof and attic; terms and definitions; design and construction; mounting on apparatus; ladder carries; ladder placement; ladder raises; ladder climbing.

(8) Hose (6 hours lecture, 36 hours drill): size, construction and care; hose couplings; hose accessories; hose loads, hose rolls; hose load finishes; hose evolutions.

(9) Fire Streams (10 hours lecture): types and purposes; nozzles; introduction to hydraulics; water supplies.

(10) Fundamentals of Extinguishment (8 hours lecture): Types of fires and hazards associated with each; firefighting techniques.

(11) Private Fire Protection Systems (2 hours lecture): introduction to standpipe and sprinkler systems.

(12) Forcible Entry (4 hours lecture, 3 hours drill): situations requiring forcible entry; forcible entry tools and uses; opening windows, opening floors; opening partitions.

(13) Rescue (5 hours lecture, 14 hours drill): situations requiring rescue; search procedures; rescue methods and techniques; vehicle examination.

(14) Ventilation (3 hours lecture, 3 hours drill): review of fire behavior; situations requiring ventilation; types of ventilation.

(15) Salvage (2 hours lecture, 4 hours drill): salvage operations before and after damage; salvage equipment and uses; care of salvage equipment.

(16) Overhaul (3 hours lecture): determining the fire cause; arson detection and preservation of evidence; restoration of premises.

(17) Fire Prevention Inspection (8 hours lecture): recognition of hazards; value in prefire planning; report writing; school drill procedures.

(18) First Responder (20 hours lecture and 20 hours drill): involves training in emergency medical services including diagnostic signs and symptoms, carido-pulmonary resuscitation, vehicle extraction, and patient movement.

(19) Physical Fitness (8 hours): supervised exercises each morning during training.

(20) Examinations (13 hours): each portion of the outline will be the subject of a test, both academic and performance, for best measure of learning.

(21) Controlled Burning (15 hours drill): practice exercises in fire control in structures, flammable liquids, liquefied petroleum or natural gas and vehicles.

Specific Authority 633.45(2)(a) FS. Law Implemented 633.45(1)(a), (b) FS. History - New 9-7-81, previously numbered 4A-37.10 and 4A-37.55, Amended 11-26-85.

4A-37.056 Specifications for Certifiable Training. To be recognized for certification by the Division, training shall be obtained under the conditions as follow, and satisfactory completion of the prescribed training, instruction and standards in accordance with these specifications shall be certified by a designated instructor or member of the Division staff.

(1) The training shall take place in a training center or facility approved for such training by the Division.

(2) The training shall be given by instructors certified by the Division.

(3) All subjects listed in the Division approved "Minimum Standards Course" shall be included in the curriculum.

(4) The time allotted to training in each subject prescribed by the Division shall not be less than that allotted in the approved "Minimum Standards Course".

(5) One aspect of training is psychomotor skills development, which includes the demonstrated ability to perform individually and as a member of a team or group all tasks and operations associated with the training in a manner which does not present a threat to the safety of the trainee, and his co-workers or others and which contributes to the successful achievement of the purpose for which the task or operation is being performed. If, in the professional opinion of the instructors, the student does not possess the qualities necessary to satisfactorily perform psychomotor tasks, the student shall be dropped from the training program or alternatively, the student shall not be tested.

(6) All tests given during training shall require maintenance of a percentage score of not less than 70% on all subjects listed in the prescribed "Minimum Standards Course". Tests used shall be designed to encompass all the significant contents of the subjects being taught.

(a) Final examinations, consisting of a written and practical part, shall be administered by a representative of the

Division. The 70% score requirements shall prevail in this testing environment as well.

(b) The final examination will be administered at the local training facility. Whenever possible, the Division will schedule the final examination date at the convenience of the training facility.

(c) The Division shall allow only one retake of the final examination. Retakes of the practical portion of the examination will be offered only at the Florida State Fire College on the 2nd Monday of January, April, July and October. Retakes of the written portion of the examination will be offered at the Regional Testing Sites in January, April, July and October. Students must be pre-registered at least ten (10) days prior to the date of the examination.

(d) The retake of the Minimum Standards Examination must be taken within six (6) months of the initial examination date.

(7) In general classroom work, the number of students per certified instructor will be determined by the instructor on the basis of complexity of the subject.

(8) In demonstrations involving the use of equipment and performance of tasks under non-hazardous conditions, whether in the classroom or in the field, there shall be no less than one certified instructor for each ten students participating in the demonstrations.

(9) In field work involving the handling of equipment and performance of tasks under conditions considered hazardous (such as ladder or aerial evolutions, aboveground rescue problems, or actual fire evolutions and similar training), there shall be not less than one certified instructor for each six students, but in no case shall there be less than two certified instructors on the scene. The instructors shall be placed to oversee the safety and effectiveness of the training.

(10) In those instances in which the normal scheduled time does not allow for compliance with the foregoing limitations, the time allotted to those classes shall be extended as necessary to ensure compliance with the intent and purpose of these rules. Specific Authority 633.45(2)(a) FS. Law Implemented 633.35(1), 633.45(1)(a), (b), (c), 633.45(2)(i) FS. History - New 9-7-81, previously numbered 4A-37.16 and 4A-37.56, Amended 11-26-85.

4A-37.057 Roster of Students. During the first week of training for the Minimum Standards course the FST-4 form entitled "Roster of Students" (See Rule 4A-37.061) shall be completed and forwarded to the Division, with all supporting paperwork (i.e., release of a building to burn, if applicable; any required affidavits for use of other facilities or equipment; re-employment paperwork, or verification that said pre-employment paperwork has been received by the Division for students enrolled in class) as evidence of students who are enrolled in approved training programs. Final examination dates will not be scheduled until such time as the FST-4 form, with all supporting papers, is received and approved by the Division. The names of all instructors with certificate number and issue date to be utilized in the training session are to be added to this roster.

Specific Authority 633.45(2)(a), FS. Law Implemented 633.35(1), 633.45(2)(i) FS. History - New 9-7-81, previously numbered 4A-37.17 and 4A-37.57, Amended 11-26-85.

4A-37.58 Verification of Prescribed Training Hours. At the completion of the Minimum Standards Course, on the date of the final examination, the Instructor-in-Charge of the course will present to the Division representative the FST-5 form entitled "Verification of Prescribed Training Hours" (See Rule 4A-37.61). This form must be signed by each instructor who taught a specific subject, as listed on the FST-5 form. If this form is not available for the Division representative it should be mailed to the Division as soon as possible, as no final examination grades or certificates will be released until such time as the form is received.
Specific Authority 633.45(2)(a) FS. Law Implemented 633.38(1), 633.45(2)(i) FS. History - New 9-7-81.

4A-37.059 Types of Instructors Certificates Issued. This rule provides that the Division may certify individuals to conduct training and education classes for fire service personnel. Upon satisfaction of the requirements listed under the respective categories, an applicant may be awarded an instructor certificate appropriate to his attainments and teach designated subjects in the courses of training and education coming within the purview of the Division. The certificates to be awarded are as follows:

(1) Basic Teaching Certificate. The Basic Teaching Certificate is required for those who desire to teach the Florida Firefighters Minimum Standards Training Program. Requirements are:

(a) Submit the required application (FST-6 form), with all supporting papers to the Division, which includes

1. First Aid Instructor Certificate
2. Methods and Techniques of Instruction Certificate

(b) Have a minimum of six (6) years experience as a regular member of an organized fire department.

(c) Have a high school diploma or equivalent.

(d) Be physically able to perform the tasks associated with the training.

(e) Have a Certificate of Tenure or Compliance from the Division.

(f) Successfully pass a Division examination embracing the material covered in the Minimum Standards Course and Methods and Techniques of Instruction.

(g) Satisfactorily complete an approved course in Methods and Techniques of Instruction of not less than ~~30~~ 40 hours duration, as offered by the Florida State Fire College or other approved and recognized schools or colleges.

(2) FIRE OFFICER I INSTRUCTOR. The Fire Officer I Teaching Certificate is designed for those who desire to teach specified courses at an advanced level within the certifiable curricula established by the division. Requirements are:

(a) Submit the required application (FST-6 form) to the Bureau of Fire Standards and Training.

(b) Hold, or qualify for, the Basic Teaching Certificate as specified by the Bureau of Fire Standards and Training.

(c) To have successfully completed the Fire Officer I program, and be certified by the Bureau of Fire Standards and Training as a Fire Officer I. A copy of the Fire Officer I certificate is required for verification.

(d) Successfully pass an examination covering the material contained in the Fire Officer I curricula as specified by the Bureau of Fire Standards and Training.

(e) Guest lecturers may be permitted to offer portions of the lecture so long as a properly certified Fire Officer I Instructor were present throughout the lecture.

(3) MUNICIPAL FIRE INSPECTOR INSTRUCTOR. The Municipal Fire Inspector Teaching Certificate is designed for those who desire to teach specified courses within the certifiable curricula established by the Bureau of Fire Standards and Training. Requirements are:

(a) Submit the required application (FST-6 form) with all supporting papers, to the Bureau of Fire Standards and Training.

(b) Satisfactory completion of an approved Municipal Fire Inspector Course of not less than 200 hours duration, as offered by the Florida State Fire College, or other training centers or colleges that are approved by the Bureau of Fire Standards and Training.

(c) Satisfactory completion of an approved course in Methods and Techniques of Instruction of not less than 40 hours duration, as offered by the Florida State Fire College, or other training centers or colleges that are approved by the Bureau of Fire Standards and Training.

(d) Hold a valid Municipal Fire Inspector Certificate as specified by the division.

(e) Successfully pass an examination covering the material contained in the Municipal Fire Inspection curricula as specified by the Bureau of Fire Standards and Training.

(4) All teaching certificates will be issued for a period of three (3) years.

(a) Instructor certificates will be re-issued to those requesting recertification providing the instructor teaches the subject area in which he is certified during the three-year certification period; and provided the instructor has successfully completed approved courses of instruction in subject related curriculum. These courses must total at least 40 class hours in duration or the equivalent in continuing education units (CEU's) and must be conducted by persons at facilities both of which must be approved by the Division. Verification of successful completion of the course must be included with the renewal application. Acceptable forms of verification include copies of certificates and/or transcripts. In addition, the instructor must request recertification prior to the expiration date of his/her current certification.

(b) If an instructor does not teach and show documented proof of 40 hours training in the subject area in which he is certified, he will be recertified after successfully completing an examination on the subject matter to ensure he has retained knowledge of the subject.

(c) The Division retains the right to revoke instructor certificates for cause or causes that are in the best interest of the Fire Service (e.g., high failure rate).

(d) The Bureau of Fire Standards and Training shall allow only one retake of any type of Instructor Examination. Retakes and finals will be offered only at the Florida State Fire College or Regional Test Sites. Applicant must be pre-registered at least 10 days prior to the date of examination.

Specific Authority 633.38(1)(a), 633.45(2)(a) FS. Law Implemented 633.38, 633.45(1)(a)(b)(c)(d), 633.45(2)(i) FS. History - New 9-7-81, previously numbered 4A-37.15 and 4A-37.59, Amended 11-26.85.

4A-37.060 Certification as an Approved Firefighter Recruit Training Facility.

(1) Any installation or facility may, upon submitting a request to the Division, followed by an inspection by a Division representative, be certified as an approved training facility for conducting the Florida Firefighters Minimum Standards Training Program as prescribed by the Division provided it has in its custody or readily available for use, supported by affidavits, the required training structures, apparatus and equipment listed below.

(a) Structure not less than two (2) stories in height, both floors completely enclosed and suitable for smoke training with breathing equipment. Both floors will be equipped with standpipe outlets suitable for training evolutions. The building will have a fire department standpipe connection on an exterior first floor wall. Floors above the first floor will have all walls enclosed with window openings suitable for use with ladders, rescue equipment and personnel for raising and lowering hose lines and other equipment. The structure will have an interior and exterior stairway (not ladders). There will also be a guard-rail or parapet wall provided at the roof level for safety.

(b) Classroom with adequate lighting, heating and cooling and ventilation.

(c) All current types and classes of portable first aid fire extinguishers. Minimum requirement is at least one of each of the following types of extinguishers for every four students: dry chemical, carbon dioxide, and water for use in portable extinguisher evolution. Other representative types of portable first aid extinguishers should be available for identification.

(d) Pumper apparatus, owned or leased, fully equipped as prescribed in National Fire Protection Association (NFPA) Pamphlet No. 1901, 1979 edition, Chapter 10, Section 10-2, entitled "Equipment Carried on Pumpers," and "Equipment Recommended to be Carried on Each Pumper," Appendix A-10-2.1, with the addition of a hose clamp. The pumper must at least be rated as 500 GPM at 150p.s.i. with hose compartments sufficient to practice appropriate hydrant lay evolutions. Pumpers and ladders should be tested annually, using the criteria of NFPA Pamphlet No. 1901, 1979 edition, Chapter 11, and NFPA Pamphlet No. 1931, 1979 edition. (All referenced parts of the NFPA publications mentioned in this subsection are incorporated herein and made a part hereof by reference. Copies of the NFPA publications may be obtained by writing to the association, whose address is: National Fire Protection Association, Inc., Batterymarch Park, Quincy, Massachusetts 02269.)

(e) Forcible entry and ventilation drill facilities, including a means of practice on doors, windows, roofs, floors and partitions. These facilities may be included in the structure which is to be burned as part of the training if it is not a part of the regular training complex. The following forcible entry and ventilation tools are the minimum required: pick head axe, flat headed axe, pike poles, prying tools, sledge hammer, bolt cutter, hand and power saws.

(f) Salvage equipment to include: salvage covers and sprinkler kit, scoops, squeegees, mops and carryalls.

(g) Roof ropes, assorted lengths, with at least one not less than 125 feet in length suitable for use in rescue, together with ropes suitable for practice in knots and lashings.

(h) Representative and approved breathing apparatus. Minimum of one unit for every four students with sufficient spare bottled and/or refill capabilities to enable at least 20 minutes of protective breathing apparatus training per student.

(i) Facilities for live fire training in:

1. An enclosed structure for simulated structural firefighting, minimum of four hundred (400) square feet, having at least two (2) rooms.

2. Flammable liquid fire facility, minimum of fifty (50) square feet, using at least one (1) inch of fuel floating on surface of water, per burn. Each student must participate in drill.

3. Liquefied petroleum or natural gas firefighting. A liquefied petroleum (L.P.) gas field must be available with a 250-gallon L.P. storage tank complete with shut-off valve and safety valve. There must be a vapor line with cut-off valve, liquid line and cut-off valve. All gas lines will be controlled by a certified instructor at a main control panel. This is to be a permanent installation so it can be set on fire and the students using hand lines can approach the burning L.P. lines and tanks, and shut off the proper valves.

4. Automobile firefighting.

(j) International Fire Service Training Association (IFSTA) Manuals 101 through 110 or IFSTA Essentials of Firefighting, current edition, in sufficient quantities available for each student provided by the training facility or available for purchase by the student is recommended. One copy of NFPA Fire Protection Handbook, current edition, and the Fire Chief's Handbook, per training center is required. IFSTA Manuals 101 through 110 and IFSTA Manual Essentials of Firefighting for each instructor is required.

(k) Standard first aid supplied as required in First Aid Manual (American National Red Cross) and one Resuci-Anne or equivalent. Standard First Aid textbook, current edition, in sufficient quantity to enable each student a copy either provided by the training facility or available for purchase by the student is recommended.

(l) Audio-visual aids. The following training aids, with compatible audio-visual aids. The following training aids, with compatible audio-visual equipment, are recommended:

1. Forcible Entry
2. Fire Streams
3. Automatic Fire Protections Systems and Devices
4. Hose Lay Out Practices
5. Hose fittings and Appliances
6. Transportation Fires
7. Ventilation Practices
8. Fire Ground Search and Rescue
9. Overhaul and Salvage Operations
10. First Aid
11. Ropes
12. Portable Extinguishers
13. Fire Pumps
14. Portable Mechanical Resuscitators
15. Hydrants
16. Firefighting Safety
17. Firefighting Tools

(m) Water supply. A minimum of one operational hydrant suitably located as to provide safe hose evolution practices.

(n) Training dummy of not less than one hundred twenty-five (125) pounds to be used during rescue training.

(2) Apparatus used for training must not be an active in-service apparatus. A reserve pumper, without duty crew assigned, is recommended. A pumper permanently assigned for training is ideal.

(3) Should any of the required structures, apparatus, or equipment not be in custody, the applicant shall provide an affidavit(s) from the agency that has said items, verifying that those items are readily available, and shall not initiate a Minimum Standards Training program without submitting the affidavit(s) to the Division. Failure to comply with this rule may result in decertification of the training facility. Facilities already certified on the effective date of the amendments to subsection (1)(a) and (1)(d) shall not be required to meet the new standards but shall retain certification so long as they continue to comply with Rule 4A-37.060 as it existed on the date of certification.

Specific Authority 633.45(2)(a) FS. Law Implemented 633.35(1), 633.45(1)(c) FS. History - New 9-7-81, previously numbered 4A-37.18 and 4A-37.60, Amended 11-26-85.

4A-37.061 Prescribed Forms for Training and Certification.

(1) Information required by the Division in this rule chapter is to be furnished on prescribed forms as set out specifically in these rules. Copies of said forms as identified and required in Part IV or elsewhere in these rules are incorporated herein as a part hereof. Additional copies of said forms for duplication purposes may be obtained by writing to the Division

of State Fire Marshal, Bureau of Fire Standards and Training, Department of Insurance, 1501 W. Silver Springs Blvd., Ocala, Florida 32675.

(2) The prescribed forms under this rule are:

(a) FST-4 form entitled "Roster of Students".

(b) FST-5 form entitled "Verification of Prescribed Training Hours" and

(c) FST-6 form entitled "Application for Instructor Certification".

Specific Authority 633.45(2)(a) FS. Law Implemented 633.35, 633.38, 633.45 FS. History - New 9-7-81, previously numbered 4A-37.20 and 4A-37.61, Amended 11-26-85.

PART V
FIREFIGHTERS EDUCATIONAL INCENTIVE PROGRAM

4A-37.070 Supplemental Compensation.

(1) The term "Supplemental Compensation" as used in this rule chapter, means monies paid to individual firefighters, as defined in Section 633.382(1)(a), Florida Statutes, who meet the criteria and provisions set forth in Section 633.382(2) and (3), Florida Statutes, and this rule chapter, for Educational Incentive Supplemental Compensation.

(2) The Supplemental Compensation shall be in addition to any compensation now paid by an employing agency to any firefighter; and shall not be used to circumvent any current or proposed base salary increases.

(3) Firefighters who possess an appropriate Associate degree shall be eligible to receive fifty dollars per month.

(4) Firefighters who possess an appropriate Bachelor degree shall be eligible to receive one hundred ten dollars per month.

(5) No firefighter shall be eligible to receive compensation for more than one degree. If the firefighter holds more than one eligible degree, compensation will be paid for the higher degree.

Specific Authority 633.45(2)(a) FS. Law Implemented 633.382(2), (3) FS. History - New 1-3-82 previously numbered 4A-37.70, Amended 11-26-85.

4A-37.071 Associate Degree.

(1) The term "Associate Degree" as used in the rule chapter means an Associate of Arts or Associate of Science degree conferred by an accredited post-secondary institution.

(2) The major study concentration area, at least 18 semester hours or 27 quarter hours, must be readily identifiable and applicable as fire-related. Those major study concentration areas specifically identified in Rule 4A-37.073 are considered by the Division to be readily identifiable and applicable as fire-related.

Specific Authority 633.45(2)(a) FS. Law Implemented 633.382(2) FS. History - New 1-3-82, previously numbered 4A-37.71, Amended 11-26-85.

4A-37.072 Bachelor Degree.

(1) The term "Bachelor Degree" as used in this rule chapter means a Bachelor of Arts or Bachelor of Science degree conferred by an accredited post-secondary institution provided the major study concentration area is readily identifiable and applicable as fire-related.

(2) A firefighter may receive Supplemental Compensation based on possession of a Bachelor Degree regardless of whether or not an Associate Degree was previously earned.

(3) The major study concentration area, at least 18 semester hours or 27 quarter hours, must be readily identifiable and applicable as fire-related. Those major study concentration areas specifically identified in Rule 4A-37.073 are considered by

the Division to be readily identifiable and applicable as fire-related.
Specific Authority 633.45(2)(a) FS. Law Implemented 633.382(2) FS. History - New 1-3-82, Amended 11-26-85.

4A-37.073 Major Study Concentration Area.
The term "Major Study Concentration Area" as used in this rule chapter means, as identified on offical sealed transcript, a major in fire science, fire science technology, fire science administration, fire protection engineer, management, human resource management, mangement science, general business administration, public administration, emergency medical technology, paramedic technology, education, fire science vocational education, paramedic and/or health occupations, or any other degree that is found by the Division to be compatible with the functions of the employing agency or the job. Applicants who possess a degree with a major study concentration area which is not specified above may petition the Division for entry into the program if they feel that the major is fire-related. The burden of proof shall be on the applicant.
Specific Authority 633.45(2)(a) FS. Law Implemented 633.382(2) FS. History - New 1-3-82, previously numbered 4A-37.73, Amended 11-26-85.

4A-37.73 Major Study Concentration Area. The term "Major Study Concentration Area" as used in this rule chapter means, as identified on official sealed transcripts, a major in fire science, fire science technology, fire science administration, fire protection engineer, management, human resource management, management science, general business administration, public administration, education, fire science vocational education, paramedic and/or health occupations, or any other degree that is found by the Division to be compatible with the functions of the employing agency or the job.
Specific Authority 633.45(2)(a) FS. Law Implemented 633.382(2) FS. History - New 1-3-82.

4A-37.74 Post-Secondary Institution. The term "Post-Secondary Institution" as used in this rule chapter means Universities, Colleges, Community Colleges and Junior Colleges which are accredited by an accrediting agency.
Specific Authority 633.45(2)(a) FS. Law Implemented 633.382(2) FS. History - New 1-3-82.

4A-37.75 Accrediting Agency. The term "Accrediting Agency" as used in this rule chapter means those accrediting agencies belonging to the Council on Post-Secondary Accreditation, to include but not limited to:

(1) The Southern Association of Colleges and Schools
(2) The Middle States Association of Colleges and Schools
(3) The New England Association of Colleges and Schools
(4) The North Central Association of Colleges and Schools
(5) The Northwest Association of Secondary and Higher Schools

(6) The Western College Association of Colleges and Schools
Specific Authority 633.45(2)(a) FS. Law Implemented 633.382(2) FS. History - New 1-3-82.

4A-37.76 Eligibility Requirements for Supplemental Compensation. To be eligible to receive the Supplemental Compensation provided for by Section 633.382(3), Florida Statutes, the following requirements must be met:

(1) Be a full-time certified firefighter as defined in Section 633.382(1)(a), Florida Statutes, employed by an employing agency.

(2) Possess an eligible Associate or Bachelor Degree.

(3) Must not be employed in a position which requires possession of the Associate or Bachelor degree as a condition of employment.

Specific Authority 633.45(2)(a) FS. Law Implemented 633.382(2) FS. History - New 1-3-82.

4A-37.077 Enrollment Procedures for Supplemental Compensation. To receive the Supplemental Compensation provided for by Section 633.382(3), Florida Statutes, the following procedures must be followed:

(1) Firefighter must transmit completed "Transcript Request Form" to the Post-Secondary Institution from which the degree was conferred.

(2) Post-Secondary Institution shall transmit one official sealed transcript with "Transcript Request Form" to the Division.

(3) The Division will, upon approval of the transcript, send the "Official Acceptance Notification Form" to the employing agency with a copy to the firefighter. This form must be received by the employing agency before the firefighter's name can be included in the Supplemental Compensation Program.

Specific Authority 633.45(2) FS. Law Implemented 633.382(2) FS. History - New 1-3-82, previously numbered 4A-37.77, Amended 11-26-85.

4A-37.078 Cessation of Supplemental Compensation. A firefighter shall become ineligible to receive Supplemental Compensation benefits under the following circumstances:

(1) If promoted to a position requiring the degree for which he/she is receiving Supplemental Compensation. However, a firefighter shall become eligible for re-entry into the Supplemental Compensation program if returned to a position not requiring the degree.

(2) If transferred to a position or reclassified and no longer serving in the capacity of full-time firefighter as defined by Section 633.382(1)(a), Florida Statutes. However, a firefighter shall become eligible for re-entry into the Supplemental Compensation program if returned to a position as a full-time firefighter.

(3) If terminated from the employing agency. However, a firefighter shall become eligible for re-entry into the Supplemental Compensation program at the point when the firefighter is rehired by an employing agency.

(4) If the firefighter takes a leave of absence without pay. However, a firefighter shall become eligible for re-entry into the Supplemental Compensation program when the leave of absence without pay is completed and the firefighter returns to duty.

(5) If the firefighter is suspended without pay. However, a firefighter shall become eligible for re-entry into the Supplemental Compensation program at that point when the firefighter returns to a position as a firefighter with an employing agency.

If the suspension is repealed and back salary awarded for the period of suspension and there is no loss of seniority, Supplemental Compensation benefits will be retroactive.

(6) Effective date of ineligibility shall be that date on which the firefighter ceases to receive compensation from the employing agency for performing the duties of a full-time firefighter.

(a) The "Notice of Ineligibility Form" is required to be submitted in conjunction with the monthly "Requisition for Payment of Supplemental Compensation Form", for any firefighters who become ineligible during that reporting period.

(b) Supplemental Compensation benefits will be prorated for the number of days worked for the month in which the firefighter becomes ineligible.

Specific Authority 633.45(2)(a) FS. Law Implemented 633.382(2) FS. History - New 1-3-82, previously numbered 4A-37.78, Amended 11-26-85.

4A-37.79 Eligibility Requirements for Re-Entry.

(1) All provisions of Rule 4A-37.76 must be met to be eligible for re-entry into the Supplemental Compensation Program.

(2) Supplemental Compensation benefits must be reapplied for by submitting "Re-Entry Into Supplemental Compensation Program Form" to the Division for enrollment in the program.

(3) The "Official Acceptance Notification Form" will be sent to the employing agency verifying enrollment in the program. This form must be received by the employing agency before the firefighter's name can be included on the monthly "Requisition For Payment of Supplemental Compensation Form".

(4) Benefits will begin on the date of reinstatement, re-entry into the fire service or return to position not requiring a degree, provided the "Re-Entry Into Supplemental Compensation Program Form" is received no later than the last day of the month during which the individual become eligible.

Specific Authority 633.45(2)(a) FS. Law Implemented 633.382(2) FS. History - New 1-3-82.

4A-37.80 Responsibilities of Employing Agency. Specific Authority 633.45(2)(a) FS. Law Implemented 633.382(5) FS. History - New 1-3-82, Repealed 11-26-85.

4A-37.081 Prescribed Forms for Supplemental Compensation.

(1) Transcript Request Form (FSTE-1 Form) - This form is to be filled out by the firefighter and forwarded to the

Post-Secondary Institution by which the degree was conferred. The fire chief or authorized agent of the employing agency is required to sign the form attesting that the firefighter is eligible for Supplemental Compensation in accordance with Section 633.382(2) and (3), Florida Statutes, and Rule 4A-37.076. This form is available through Bureau of Fire Standards and Training, 1501 West Silver Springs Blvd., Ocala, Florida 32675.

(2) Official Acceptance Notification Form (FSTE-2 Form) - This form will be led out by the Division after receiving and verifying the "Transcript Request Form" and transcript. This form will be sent to the employing agency with a copy to the firefighter and will include the effective date of eligibility and dollar amount of compensation for which the firefighter is eligible. This form is available through Bureau of Fire Standards and Training, 1501 West Silver Springs Blvd., Ocala, Florida 32675.

(3) Quarterly Report Form (FSTE-3 Form) - This form will be filled out by the employing agency and transmitted to the Division no later than March 31, June 30, September 30, and December 31. This form will include the name and dollar amount of Supplemental Compensation for each firefighter within the employing agency on whom they have received the "Official Acceptance Notification Form". Attached to the "Quarterly Report Form" will be a "Notice of Ineligibility Form" for any individual who became ineligible during that reporting period. This form is available through Bureau of Fire Standards and Training, 1501 West Silver Springs Blvd., Ocala, Florida 32675.

(4) Notice of Ineligibility Form (FSTE-4 Form) - This form is to be filled out by the employing agency for any individual who has become ineligible to receive the Supplemental Compensation in accordance with Rule 4A-37.078. This form is to be submitted in conjunction with the "Quarterly Report Form". This form is available through Bureau of Fire Standards and Training, 1501 West Silver Springs Blvd., Ocala, Florida 32675.

(5) Re-Entry into Supplemental Compensation Program Form - This form is to be filled out by the firefighter and verified and submitted by the employing agency. This form must be transmitted to the Division no later than the last day of the month during which the firefighter became eligible for re-entry in order to receive retroactive payment. This form is available through Bureau of Fire Standards and Training, 1501 West Silver Springs Blvd., Ocala, Florida 32675.

(6) Official Re-entry Notification Form (FSTE-6 Form) - This form will be filled out by the Division after receiving and verifying the "Re-Entry Into Supplemental Compensation Program Form" for re-entry into the Supplemental Compensation Program. This form will be sent to the employing agency with a copy to the firefighter and will include the effective date of eligibility and dollar amount of compensation for which the firefighter is eligible. This form is available through Bureau of Fire Standards and Training, 1501 West Silver Springs Blvd., Ocala, Florida 32675.

Specific Authority 633.45(2)(a) FS. Law Implemented 633.382(2), (3), (5) FS. History - New 1-3-82, previously numbered 4A-37.81, Amended 11-26-85.

Recruiting Women Firefighters

A large midwestern fire department recently concluded several months of extensive recruitment of women to take their entry-level firefighter test. An impressive number of women turned in applications for the job, and recruiters were pleased with the results of their hard work. On the day of the written test, a lower percentage of female than male applicants showed up to take it. This caused the fire department some concern. An even lower percentage of women showed up for the physical agility. Concern increased. Most distressingly, the pass rate for women on the agility test was lower than it had been the last time the test was given. In actual numbers, fewer women made it all the way through the testing procedure this time than the previous time, when recruitment efforts had not been nearly so elaborate.

Undoubtedly, that city is now evaluating its recruitment procedures and priorities. It is very likely that they will find that the system they set up to recruit women firefighter applicants was one that focused on sheer numbers as a measure of success: one that prioritized quantity of applicants over quality.

The true measure of a recruiting drive's success is not the number of women who apply, the ratio of female to male applicants, or the improvement in either of these figures since the last test. Graphs and statistics can look impressive, and anyone assigned to recruiting will certainly generate these in order to justify their position or document the work they've done. And if recruiters are hired (or delegated) with the purpose, stated or implicit, of "getting lots of women to apply for the job", then the recruiters can have accomplished their assignment even if not one woman is hired.

The head of civil service for another city, in charge of fire and police recruitment, told me that she hoped to get rid of the agility test entirely. That way, there would be lots of women on the job. She hoped to be able to recruit large numbers of women to take the test, and she would deal with the (inevitable) low passing rate by eliminating the villain in the piece, the test. That she would also thereby eliminate the crucial screening provided by a valid physical agility test was not a problem for her. Nor, apparently, were the burdens that would be placed on recruit school instructors, who would have classes full of men and women unable to perform the evolutions, or the problems created for recruits who had quit other jobs only to flunk out of recruit school in record numbers. Her job was to generate minority applications, and she nearly succeeded in her short-sighted plan.

The real test of a recruitment program's value is this: Two years later, how many women are on the job who were hired off the eligibility list? This is not a common way to measure success of such programs, but it is the real bottom line.

Several facts of public-sector life prevent fire department management from taking such a long-term view. Municipal fire department budgets have to be justified annually; the fiscal reality often is that it's difficult to sustain a program when you can demonstrate results within one year. Secondly, many fire department managers are not particularly committed to hiring women. They are savvy enough to know that they mus make an apparent good-faith effort to bring women on board, but their real goals are a visible recruiting drive, a high percentage of female applicants, and an agility test that will hold up in court. If some women get hired as a result of all this, fine; if not, the department is still covered.

It takes a chief with a commitment to equal employment, and a detachment from budgetary politics, to instigate a program tha looks beyond recruitment to actual success on the job. Such a program will very often begin with a reassessment of the basic concepts involved, and find that past efforts have failed (or had minimal success) becaus only half of the challenge was being met.

The challenge, or task, is simply to fin women who have the desire and ability to become firefighters. Most fire departments have been keenly, perhaps overly, aware tha there are not a lot of women out there thinking, "Gee, I'd really like to be a firefighter." Recruitment programs exist in the first place because not many women yet think of the fire service when they're choosing a career. Instead of trying to find women who already have the desire to be firefighters, recruiters work to create tha interest. They do outreach and presentations to women in the community (and sometimes far outside it as well), talking abou the exciting and challenging careers available in the fire service, what opportuniti there are for advancement, and the rewards of serving one's community in this way. They use brochures, videotapes, posters, media announcements, and a wide variety of creative and innovative tactics to get the message across.

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This is fine, as far as it goes. But the other half of the equation is ability. Often recruiters do try to find women who are stronger than average; this is a good start (and will be discussed later). And presentations and flyers are careful to refer somewhere to "the strenuous nature of the job" and the need for "good physical condition" or "upper body strength". But that usually is the extent of the concern for physical ability, since the agility test will weed out those who are unsuitable. It only makes sense that the failure rate will be high under these circumstances. This creates headaches for the recruiters, and -- worse -- reinforces the idea that women aren't physically capable of fighting fires.

It is, of course, not possible to generate ability in the same way that you generate interest; if it were, recruiting would be easy. Still, there are a number of tactics that, beyond just locating women who are already able to handle the job, can enhance the physical abilities of the applicant pool that results from the recruiting effort.

In order to improve the quality of the female applicant pool, it is useful to identify characteristics which optimize a woman's chances of becoming a firefighter. These characteristics include physical strength (both muscular strength and endurance), a background in non-traditional or blue-collar work, and familiarity with the fire service. The first characteristic is obviously relevant to passing the test and doing well in recruit training; all three are relevant to overall success and retention on the job. Recruiting activity should focus on locations where there are concentrations of women with one or more of the desired characteristics.

It is perfectly possible that a woman who has none of these traits will succeed as a firefighter, or that even one with all three will fail. But concentrating your recruiting efforts in these specific areas maximizes the chances of finding women who can past the test, be hired, and stay on the job. Recruiting among athletic teams (collegiate or community), women in physically demanding jobs, and relatives of firefighters, or at gyms, local volunteer fire departments, programs which prepare women for trades jobs, and women's employment organizations, will significantly improve the odds. You're not writing off the woman who works as a secretary, has never seen the inside of a gym, and knows only that firefighters have Dalmatians and make a lot of noise with sirens. Your generalized media announcements should find her -- but she's not a priority target. Your department doesn't have the resources to reach every woman in the world who might be a good fire fighter, so stack the deck wherever you can

Suit your advertising to the reality of the job. Remember that much of the public has only the vaguest idea of what firefighters do. The job description in your publicity material should include a clear, simple explanation of the most common tasks required of firefighters. Many large departments put out attractive, glossy recruitment flyers with long descriptions of the testing procedure, statements of their commitment to affirmative action or EEO, instructions on how to apply, and glowing descriptions of pay, benefits, and the variety of career opportunities, but they somehow omit any mention whatsoever of what the job involves. (Sometimes a photo of a smoky firefighter carrying a baby is included -- an act we all train to do and have heroic dreams of some day doing, but not one many of us will ever have the opportunity to perform in our entire career.)

Where any mention is made of the job itself in such literature, it is usually shor and unspecific. The Dallas Fire Department has a good-looking color brochure which states that firefighters "will be involved in such activities as firefighting, pre-fire planning, residential inspection, rescue operations, routine station and equipment maintenance, and in-service training". A job announcement sent out by the Tucson Fire Department a few years ago went a bit farther:

> "The primary responsibility of a firefighter is the protection of lives and property through code enforcement, rescue operations, and firefighting. These duties involve hazardous tasks under emergency conditions which may require strenuous physical exertion under such handicaps as contaminated environment, extreme heat, and cramped surroundings."

Even that really is not specific enough. If you are targeting a group that has littl familiarity with the fire service, it isn't going to do much good to say that one of the responsibilities of firefighters is firefighting. Your brochure need not be glossy or colorful, but it should get down to basics. What, after all, do firefighter do? We advance charged hose lines into hot building interiors with visibility usually cut to near zero by smoke. We raise and climb ground ladders up to 40 feet in height, and climb aerial ladders of up to 100 feet. We perform cutting and prying operations to open roofs of buildings, using hand tools and power saws. We search smoke-darkened building interiors for victims, and carry or drag such victims -- alive or dead -- out of the building, often down stairways and over rubble and clutter. We use hand and power tools to cut open walls and ceilings, searching for fire extension. And we perform all of these operations in thermal and respiratory protective gear weighing over 40 pounds.

That is a start at describing fire suppression activities. More should be added to cover, concisely, other aspects of the job: motor vehicle extrication, water rescue, EMS, hazardous materials response, etc. Lest the list appear intimidating, it is important to stress that applicants will be trained and tested in all of these activities before ever having to perform them at a fire. This should be worded not as a threat but as reassurance that the recruit will not be put in a position of having to do something she/he is not able to do.

Include some other positive messages as well: that over a thousand women are currently employed as firefighters and fire officers in the U.S., that one need not be the size of a pro football player, etc. If women are already on the job on your department, be sure to say so. Many women who might like to be firefighters have no interest in breaking ground as the very first woman. The more "normal" and unremarkable you can make it seem for women to be firefighters, the better.

To refer back to the Dallas brochure mentioned above, it did include an unusual and useful section. The heading was, "To meet our challenges, you need these qualities". Listed were nine qualities such as pride, learning capability, team spirit, discipline, determination, etc., that are important to firefighting. Each is then explained briefly in terms of its relevance to the job. This gives the candidate a fair understanding of what will be expected of her or him by the prospective employer.

If your budget permits, consider supplementing such written materials with a videotape to be shown at recruiting sessions or even on local cable access channels. You may be able to get productions assistance from cable access facilities or the local news media. It's worth the effort: a picture here really is worth a thousand words.

Start your recruitment drive with as much advance time as possible. Given the way many city governments are run, this is not always a great deal of time, but it is an important factor. Women may be motivated to apply for the job and know they need to get to the gym and start a strength-training program: if you've only given them four weeks' lead time, they're not going to be able to get the results they need. Specify in advance what the testing procedure includes. This is common practice now, but up until a few years ago cities often kept their agility tests secret up until the day of the test, as though knowing what was on it constituted "cheating". What you as a manager should care about is that people can pass your (valid) test when you give it not whether they had to hit the gym and the track for six months in order to prepare for it, or were able just to walk in off the street and take it.

Be out-front with major disqualifiers such as eyesight restrictions, particularly if your department still does not permit the use of contact lenses. It's not efficient for you, or fair to the candidates, to have them go through the whole preparatory process only to find out that they don't meet your basic requirements.

Consider providing information or support for strength-training programs to the candidates. Many departments include in their application materials a flyer with basic stretching, weight-lifting, and aerobic exercises, aimed at improving the abilities demanded by the test and the job. Going beyond that, funding may be available to set up strengthening programs at a local gym or college. These do not necessarily have to be departmental funds. Some departments have gotten donations or grants from local businesses and foundations; others have tapped state or federal funds. The City of Syracuse, New York, for example, received U.S. Department of Education funds to set up a three-hour-a-week, twelve-week strength training course for female candidates, with child care provided. Another department got local funding to cover tuition for any interested applicant to take a weight-training course at a local community college.

Is this a required part of recruiting? No. But if your goal is to find applicants who are up to the standards you've set for your department, "creating" the abilities, just as you create the interest -- may be an efficient way to go. Additionally, an applicant who spends his or her own time in such a program is certainly giving you some valuable insight into their motivation and dedication to the job.

An important element in improving the pass rate on the agility test is to hold practice sessions in advance of the actual

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test date — preferably at least a month in advance. This allows candidates to assess their abilities with respect to the requirements of the test. It also, more importantly, eliminates the advantage a candidate may have who has taken the test before, or who has taken other fire department tests. Candidates who are unfamiliar with ladders, rolled hose, couplings, or other objects used in the test, will not do as well if they have to come in "cold" and perform the evolutions. Since this is more frequently the case for women than men, there is an unnecessary adverse impact built into testing without such preliminary sessions.

I know from personal experience in training female firefighter candidates how important this can be. The last time our local fire department recruited, a woman preparing to take the test called me. She had gone to one of the practice sessions and completed all evolutions except the one-person flat raise of a 35-foot extension ladder. This was a woman of average size who had been through a weight-training program to improve her upper body strength; she had seen good gains, but was stymied by the ladder evolution and feared she would not pass the test.

I had her come out to the station where I work, the following Saturday, and helped her practice. We started with an attic ladder: weighing all of thirty pounds, it of course was no problem, but it gave her the feel of what she was supposed to do, a chance to put the correct techniques to work. We moved up to a 16-foot roof ladder. Then the roof ladder with an attic ladder attached. And so forth. I was concerned that she might get exhausted, but by pacing herself and working with determination, by the end of the day she was able to raise what I hoped was the equivalent of the ladder used on the test. When the test day came, a few weeks later, she raised the ladder without a problem, and ended up ranked 32nd on a list of over 300 candidates passing the test.

Not every candidate will have the opportunity for such individualized training. But departments can and should provide the chance for all applicants to practice with the equipment under non-stressful, supportive conditions. Firefighters should be assigned to each practice station to instruct in techniques as well as for safety purposes. Time should be adequate to permit each candidate to practice without being rushed; times should be available not only during the day but on evenings and weekends, to accommodate applicants' schedules.

Another feature of a successful recruiti effort is the orientation session geared sp cifically to women. This should involve women who are currently career firefighters: if your department has none or only one, co sider borrowing some from another departmen in your area or state. At least two or thr female firefighters should be involved, in order to demonstrate that the job can suit many types of women, that experiences vary, and that ways of dealing with situations al vary.

This session should deal in particular with what the job requires at the personal level: adaptation to the firehouse environment, orientation to a semi-military organization, and other "emotional preparation" topics. This is not so much a place to sho slides and videotapes of major fires as it is a time to talk about the stresses and rewards of everyday life on the job and to answer any questions put by the women in the audience. This can be one of the most effective ways of conveying to potential candidates exactly what working in the fire department is like, and of giving women the confidence and motivatation to go through the testing procedure.

A useful auxiliary in your recruitment efforts is the media, but, just as on the fireground, they can be harmful as well as helpful. A reporter who "hypes" the story and distorts the picture can alienate wome who might otherwise apply. Contrary to pop lar belief, many women who become firefighters do not consider themselves to be feminists. Women who have been attracted to firefighting because of the challenge of th job, the pay, the work schedule, etc. — a the majority of women are — may be unfavorably impressed by an article which portray women entering the fire service as an assau on the last bastion of machismo.

If you have reporters who you trust, encourage them to do interviews with women cu rently on the job, with an eye particularl to dispelling any stereotypes that may exis about female firefighters. Articles should present the fire service as a new and exciting field of opportunity for women, and stress that there are many women already on the job throughout the country. (Women in Fire Suppression fields an average of one telephone call a week from reporters seekin background information for an article about the hiring or promotion of a woman on a fir department somewhere in the U.S.)

You can not afford not to use the medi and particularly the print media, if you w to run an effective campaign. If you work with them to develop the type of article that will help you the most, you will be getting free publicity more extensive than you could ever do with posters and flyers. Fire departments have been learning this about other areas — fire prevention, arson detection, and general public relations — and the same principles and rewards apply here.

Circumstances specific to your department and your particular area will suggest modifications to many of the recruiting tactics put forth in this article. Creative individuals will, and should, develop new tactics as well. But the basic principle of seeking quality applicants over sheer numbers is one that should be followed, for the most efficient use of your resources. As the department mentioned at the top of the article learned, lots of female applicants may just mean lots of paperwork. Looking for, and developing, ability as well as interest should give you results on the bottom line.

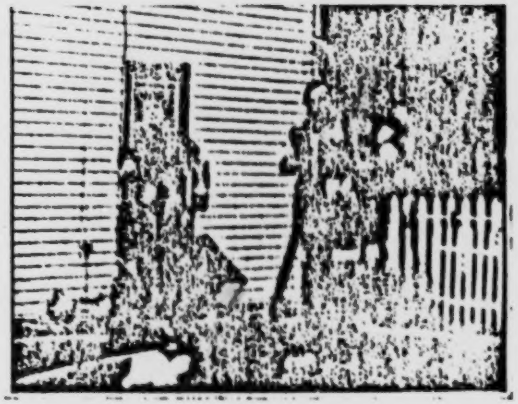
Terry Floren
Editor

WFS exists to help women become more effective firefighters, to make a 25-year career in the fire service an attainable goal and not just a long succession of daily battles. We put fire service women — firefighters, EMT's, paramedics, arson investigators, inspectors, and fire safety educators — in touch with each other. We do this in many ways: through our monthly newsletter, on the telephone, or in person at regional and national conferences. We provide a way for a volunteer EMT in New England to share experiences with a career forest fire fighter in California, or for female officers to offer advice to women considering taking their first promotional exam. We provide communications to help break down the isolation that can exist when you're the only woman at your station or on your department.

127

This works because so many women participate. Women whose paths have been a bit easier offer optimism and a positive role model for those who are tempted to get discouraged by the problems they've encountered. And women who share their problems know they can get support and a caring answer from someone who's been there before.

Women are succeeding in the fire service. Despite our relatively short tenure in fire suppression, many women have already been promoted to engineer/driver and lieutenant's positions, and a few have gone on to become captains and battalion chiefs. The story is the same in other branches of the fire service, and it is one to be proud of. We need to share these successes with each other, to keep a positive outlook and give ourselves inspiration to overcome the obstacles we sometimes confront.



WFS invites you to join our network. We are just as strong and effective as our membership makes us, and every individual's input is needed. We hope that you'll find value, as so many other women have done, in the resources we offer, and that you will choose to participate

128

☐ Please send more information about your publications.

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DETACH AND MAIL TO:
Women in Fire Suppression
411 Marathon Avenue
Dayton, OH 45406
(513) 277-4145

Name: ____________ Phone #: ( ) ____________

Address: ____________ Fire department, if any: ____________

City, State, Zip: ____________

Check all that apply:

- ☐ Career firefighter
- ☐ Career fire officer
- ☐ **Career EMT/paramedic**
- ☐ Looking for job in the fire service
- ☐ Volunteer firefighter
- ☐ Volunteer fire officer
- ☐ Volunteer EMT/Paramedic

• Please note that Women in Fire Suppression does not sell or exchange its mailing list for any purpose.

Women in Fire Suppression is a non profit support network of and for fire service women and women looking for careers in the fire service. Incorporated in 1982, we were granted 501(c)(3) tax-exempt status early in 1983.

We have two primary publications: our monthly newsletter, Firework, and WFS Quarterly. The two contain 80-90% of the same material, although the focus of the newsletter is fire service women while that of the quarterly is fire officers concerned with the smooth gender integration of the workplace.

WFS maintains a central resource bank on relevant issues: recruitment, physical agility testing, fitness training, gear and uniform availability, firefighting techniques, maternity leave, promotion, etc. We offer guidance in decisions concerning how to deal with sexual harassment and other forms of sex discrimination, and we support the development of local networks of fire service women throughout the country. We have conducted two national surveys of women firefighters, to gather a data base on a wide range of topics, and we have organized national and regional conferences for fire service women.

We offer a number of video and print resources, as well as workshops on the areas mentioned above. For more information, please send in the form at left, or contact:

Women in Fire Suppression
411 Marathon Avenue
Dayton, OH 45406-4846
(513) 277-4145

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Fire service women represent a rainbow's spectrum of diversity. Some of us are still in our teens; others are 50 or older. We may be married, single, or divorced; with young children, grown children, or none. We come from a wide variety of social and ethnic backgrounds and an even greater range of lifestyles and personal aspirations.

Despite our diversity, we have some important things in common. We are serious about our work in the fire service and are determined to make our careers successful. We are becoming skilled at our jobs and gaining the respect of the people we work with. We enjoy our work: the challenge, the variety, the teamwork, and the knowledge that we provide a needed service for our communities.

We also have in common a few troublesome areas. Though women have been in the career fire service since 1974 — and in the volunteer service much longer — most firehouse traditions go back a lot farther than that. And while women are becoming firefighters in ever-increasing numbers, we're still just a drop in the bucket: less than a half of a percent of firefighters overall. That perspective helps to explain why some of these problems not only exist but are shared by many fire service women. You're not the only women who's ever had to fight a fire in gloves that were too large or a coat that wouldn't buckle at the hips. And if you've had difficulty getting maternity leave, or been bothered by the persistent attentions of a male co-worker, or gotten frustrated with public perceptions that refuse to take you seriously, you're not alone.

There are times when each of us could use some support, information, or advice. That's why, several years ago, female firefighters got together and formed Women in Fire Suppression.

BENEFITS

- Good starting salary!
- Step pay plan!
- Promotion through competitive exams!
- Excellent retirement benefits!
- Vacation and sick leave!
- Paid holidays!
- Good working hours!
- Educational pay incentives!
- Hospitalization and Medical Insurance!

FIRE FIGHTER – It's a challenging and exciting job; a team job that requires physical skill, sound judgment and the ability to work well with others. It's also a rewarding job; a job you can perform with pride; a job that will earn you the respect of your community.

As a Fire Fighter, you'll be trained to respond to a variety of crisis situations. You'll be taught emergency medical techniques, fireground tactics, and much more. You'll be able to protect homes and business property and save lives in the neighborhood you serve.

This is a great opportunity, don't let it pass you by.

To find out more about this exciting program, please call

Florida Community College-Fire Science Program at 646-2182 or Jacksonville Fire Department at 630-0969 and ask for Lt. Hastings Williams for an orientation appointment.

FCCJ • An Equal Opportunity/Affirmative Action College In Education And Employment

Florida Community College
in cooperation
with
Jacksonville Fire Department
offers:

Black Minority Scholarship Loan Program for the Fire Minimum Standards Course

Florida Community College at Jacksonville

in association with

Ever thought of becoming a Jacksonville Firefighter? Now's your opportunity to find out if firefighting is your chosen career. Obtain a student loan to attend the Fire Minimum Standards Course. Please be advised that this program does not guarantee employment.

Do you qualify? There are no minimum qualifications except herein stated:

- AGE: At least 18 years old. Birth certificate or other official proof of birth date.
- EDUCATION: High School Diploma (minimum), GED or USAFI (as substitutes for high school diploma)

- BACKGROUND INVESTIGATION: Financial - credit check. Criminal - record check. Polygraph.
- FIRE MINIMUM STANDARDS PLACEMENT TEST: Each participant must pass the FCCJ MAPS minimum standards placement test. This test, tests your basic READING, ENGLISH and MATH skills.
- INCOME LIMITATIONS: None.
- HEALTH: Medical examination
- ORAL SCREENING COMMITTEE: Appear before local Fire and College Administrators
- DRIVER'S LICENSE: State of Florida.
- MORAL CHARACTER: Florida Standards as established by the Rules of the Insurance Commissioner and Treasurer as State Fire Marshal, Chapter 4A-37 Standards and Training, Part 1
- CERTIFICATION: Upon selection for this program you will attend an extensive eight (8) week training program to obtain your Fire Minimum Standards Certification. This Certification is required for employment into the fire service in the State of Florida. The State Fire Academy will administer the State exam at the end of the eight weeks.
- SCHOLARSHIP LOAN: While attending class you will receive a stipend in the amount of $200 per week, to spend as you need. Also, you will receive loan money to pay for your books and tuition in the eight week course.
- SCHOLARSHIP LOAN PAYBACK: Upon completion of the course you will be responsible for paying back the loan over a three year period of time. Should you drop out or fail the course you will be responsible for the amount of the loan used.

THIS PROGRAM DOES NOT GUARANTEE EMPLOYMENT

CAREER OPPORTUNITIES

SUPPRESSION - Fire Fighter
RESCUE - EMT/Paramedic
TRAINING - Instructor
FIRE PREVENTION - Inspector/Investigator
COMMUNICATIONS - Controller/Dispatcher
MANAGEMENT - Administrator/Supervisor
TACTICAL SUPPORT - Heavy Equipment/Pump Mechanic
STOREROOM - Inventory Control Specialist

DRAFT

CURRICULUM FRAMEWORK PROGRAM AREA: Public Service

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: DRAFT REVISION

PROGRAM TITLE: Fire Fighting

CODE NUMBER: Secondary Postsecondary FFP005

Florida CIP PS43.020300

SECONDARY SCHOOL CREDITS ____ COLLEGE CREDITS ____ POSTSECONDARY ADULT VOCATIONAL CREDITS ____

APPLICABLE LEVEL(S): __ 7-9 __ 9-12 __ Postsecondary Adult Vocational

___ Postsecondary Vocational __x__ Other 30, 31

CERTIFICATION COVERAGE: FIRE FIGHT 7 FIREMANSHIP @7 PUB SERV @7

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for employment as fire fighters (70100401) or to provide supplemental training for persons previously or currently employed in this occupation. The program prepares students for certification as a fire fighter in accordance with Florida Statutes 633. The program must be approved by the Division of State Fire Marshal, Bureau of Fire Standards and Training.

Outcomes and Student Performance Standards in this program have been adapted from the National Fire Protection Association Fire Fighter Professional Qualifications (NFPA 1001) for Fire Fighter I and II, as regulated by the Florida Bureau of Fire Standards and Training, Florida Statutes 633 and State Fire Marshal Rules.

The content includes, but is not limited to, orientation to the fire service, fire alarms and communication, apparatus and equipment, fire behavior, portable extinguishers, fire streams, fundamentals of extinguishment, ladders, hoses, tools and equipment, forcible entry, salvage, overhaul, ventilation, rescue, protective breathing equipment, first aid, water supplies, principles of inservice inspections, safety, controlled burning, and employability skills.

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Reinforcement of basic skills in English, mathematics, and science appropriate for the job preparatory programs is provided through vocational classroom instruction and applied laboratory procedures or practice.

II. LABORATORY ACTIVITIES: Laboratory and field activities are included as an integral part of this program.

The Rules of the State Fire Marshal Chapter 4A-37, Standards and Training, state:

> In demonstrations involving the use of equipment and performance of tasks under non-hazardous conditions, whether in the classroom or the field, there shall be no less than one certified instructor for each ten students participating in the demonstrations.
>
> In field work involving the handling of equipment and performance of tasks under conditions considered hazardous, there shall be no less than one certified instructor for each six students, but in no case shall there be less than two certified instructors on the scene. The instructors shall be placed to oversee the safety and effectiveness of the training.

III. SPECIAL NOTE: Completing this program, passing the Minimum Standards Examination of the Bureau of Fire Standards and Training (written and practical), and successfully completing a U. S. Department of Transportation Emergency Medical Services First Responder Course are required before program completers can be certified. Besides certification, which must be attained within one year of initial employment as a fire fighter, other basic requirements for employment include high school graduatation or equivalent, not convicted of a felony, having fingerprints on file, passing physical examination, and good moral character. Refer to F.S. 633 and State Fire Marshal Rules for specifics.

First Responder Outcome and Student Performance Standards are included as supplementary to this program.

The minimum length of this program is 240 hours as established by Florida Statutes 633 and State Fire Marshal Rules.

The cooperative method of instruction may be utilized for this program. Whenever the cooperative method is offered, the following is required for each student: (1) a training plan, signed by the student, the teacher and employer which includes instructional objectives and a list of on-the-job and in-school learning experiences; and (2) a work station which reflects equipment, skills, and tasks which are relevant to the occupation which the student has chosen as a career goal. The student must receive compensation for work performed.

If this program is offered for 450 hours or more, in accordance with Section 233.0695 F.S., the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 10.0, Language 10.0. This grade level number corresponds to a grade equivalent score obtained on a state designated basic skills examination.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Identify fire department organization, operations, regulations, and procedures (NFPA 1001 3-1, 4-1)

02. Identify, define, and demonstrate use of fire alarms and communications equipment. (NFPA 1001 3-2, 4-2)

03. Identify and define principles of fire behavior. (NFPA 1001 3-4, 4-4)

04. Identify, define, and demonstrate uses of portable fire extinguishers. (NFPA 1001 4-5)

05. Identify and demonstrate the use of protective breathing apparatus. (NFPA 1001 3-6, 4-6)

06. Identify fire apparatus, their functions and limitations.

07. Identify and demonstrate use of forcible entry equipment. (NFPA 3-7, 4-7)

08. Identify, define, and demonstrate ventilation practices. (NFPA 1001 3-8, 4-8)

09. Identify and demonstrate use of ropes, tools, and equipment. (NFPA 1001 3-9, 4-9)

10. Identify, define, and demonstrate rescue procedures. (NFPA 1001 3-10, 4-10)

11. Identify, define, and demonstrate safety procedures. (NFPA 1001 3-11)

12. Identify and demonstrate use of ladders. (NFPA 1001 3-12, 4-12)

13. Identify and demonstrate use of fire hose, nozzles, and appliances. (NFPA 1001 3-13, 4-13)

14. Identify, define, and demonstrate use of fire streams. (NFPA 1001 3-14, 4-14)

15. Identify, define, and demonstrate use of water supplies. (NFPA 1001 4-15)

16. Identify, define, and demonstrate use of sprinkler systems. (NFPA 1001 3-16, 4-16)

17. Identify and demonstrate salvage procedures. (NFPA 1001 3-17, 4-17)

18. Identify, define, and demonstrate overhaul procedures. (NFPA 1001 3-18, 4-18)

19. Identify and define fire prevention inspection practices. (NFPA 1001 3-19, 4-19)

20. Identify and define the fundamentals of extinguishment.

21. Identify, define, and demonstrate health and human relations practices.

22. Participate in a physical fitness program.

23. Participate in fire training examinations.

24. Participate in controlled burning exercises.

25. Demonstrate employability skills.

26. Obtain certification as a fire fighter.

V. SUPPLEMENTARY OUTCOME:

27. Identify, define, and demonstrate procedures for providing emergency medical care as defined by DOT first responder outline.

VI. DEFINITIONS

The following are definitions taken from NFPA 1001:

define: to describe the basic qualities and principles

demonstrate: to show by actual use

identify: to physically select, indicate, or explain verbally or in writing, using standard terms recognized in the fire service.

NOTE: When the word demonstrate is used in a standard, it shall require that actual performance and operation be accomplished, unless otherwise indicated. Simulation, explanation, and illustration may be substituted when actual operation is not feasible.

March 22, 1988

MEMORANDUM (DRAFT)

TO: Louise Davison, Program Director

FROM: Ron Laugen, Project Manager

RE: Framework and SPS Recommendations from Fire Fighter MAP and Program Guide Committees

The Fire Fighting Career MAP Committee met March 10-11 at Hillsborough Community College to review the curriculum frameworks and student performance standards for fire fighting (minimum standards course), volunteer fire fighting, and fire science technology, to review relevant NFPA standards, and to make recommendations for changes to the Bureau of Fire Standards and Training and the DVACE. The Fire Fighting Program Guide Committee, in turn, met March 21-22 at CIDS in Tallahassee to review the MAP Committee recommendations. The following are recommendations to DVACE resulting from these meetings.

A. All three program areas - Fire Fighting (FF), Volunteer Fire Fighting (VFF), and Fire Science Technology (FST)

1. With regard to mandated inclusion of standards on infection control and abuse:

   a. add new outcome to FF, VFF and FST:

   "Demonstrate awareness of human relations and health issues."

   b. move FST SPS 09.05 and 09.06 to this outcome in all three areas.

   c. the Bureau of Fire Standards and ~~Safety~~ Training develop needed course structure, content, and hours.

2. With regard to Career MAPS:

   a. create separate MAPS for FF, VFF, and FST.

   b. review and revise any inconsistent wording if the intent of the standard is the same across programs; consult with expert as needed.

   c. cross-reference SPS to NFPA standards.

3. With regard to curriculum frameworks:

a. for FF add the following Special Note:

"Student Performance Standards in this program have been adapted from National Fire Protection Association Standards NFPA 1001, as regulated by the Florida Bureau of Fire Standards and Training, Florida Statue 633, and accompanying rules."

b. for VFF add the following Special Note:

"Student Performance Standards in this program have been adapted from National Fire Protection Association Standards NFPA 1001.

c. for FST add the following Special Note:

"Student Performance Standards in this program have been adapted from National Fire Protection Association Standards NFPA 1001, 1021, 1031, 1041."

B. Fire Fighting (FF)

1. With regard to proposed changes in Florida Statute 633 and resulting rules (and planned course outline), if approved for fire fighting minimum standards course:

a. add SPS as needed on hazardous materials, vehicle extrication, public relations, breathing equipment, emergency driving, ground cover fires, and communications.

b. revise reference to the first responder course in FF frame-work to be consistent with change in requirement.

c. make first responder outcome and standards into supplementary, optional section. (This will allow VoTech Centers to offer classes.)

d. correct all references to read U.S. Department of Transportation First Responder Course (also in VFF).

2. Revise the FF SPS to include all 1987 NFPA 1001 Standards, including revisions from the previous edition, for Fire Fighter I and II, with the following exceptions:

3-2.5, 3-2.8, 4-10.7

This includes adding outcomes and standards on the following sections not in the 1988 proposed standards:

Fire Alarms and Communications
Safety
Water Supplies

3. Revise 1988 Outcome 01.0 to delete reference to alarm and communication.

4. With regard to laboratory activities section of the framework, delete the statement on "hazardous learning experience" and replace it with a section that quotes current sections 4A-37.056 (8) and (9) as revised on student instructor ratios for hazardous demonstrations and laboratory activities.

5. Recommend that the Bureau of Fire Standards and Training develop any needed course structure, content, and hours.

C. Volunteer Fire Fighting (VFF)

1. Make the SPS for VFF consistent with the 1987 NFPA 1001 standards for Fire Fighter I.

2. Add standards for fire extinguishers (NFPA 4-5) and water supply (4-15).

3. Recommend that the Bureau of Fire Standards and Training course structure, content, and hours for VFF be revised as needed.

D. Fire Science Technology (FST)

1. Include outcomes and standards from NFPA 1001 sections 3-2 (fire alarms and communication) and 3-11 (safety) in the FST Framework and SPS.

2. Revise NFPA 1001 3-2.2, 3-11.2, and 3-11.6 from demonstrate to define.

3. Revise outcome 05.0 to read:

"Demonstrate knowledge of the strategies of fire control."

3. Revise outcome 16.0 to reference the 1987 edition of the NFPA standards; EXCLUDE 1021, 2-1.1, which specifies that Fire Officer I will meet standards for NFPA 1001 Fire Fighter III.

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4. Revise, reorganize, and list in the SPS section all SPS and outcomes based on the NFPA standards referenced in outcome 16.0 (1021, 1031, 1041).

E. Other Recommendations of Program Guide Committee

1. The DVACE and Bureau of Fire Standards and Safety form a representative committee to review adequacy of existing course outlines, curriculum materials, and tests, and to make recommendations regarding the development of competency-based materials for use in delivery of mimimum standards fire fighting courses in Florida.

2. The DVACE and Board of Regents form a committee to make recomendations regarding establishment of a bachelor's degree program in fire science at a Florida university, with sufficient outreach so that it is available across Florida.

F. Disposition of Recommendations

1. Revised draft frameworks and SPS based on recommendations A-D above will be prepared and delivered in hard copy and WordPerfect files to you by June 30, 1988.

Please call me if you have any questions or concerns.

cc: Fred Stark
Paul Steckle
Donna Hamill
Millie Pittet
Mary Knight
MAP Committee Members
Guide Committee Members
Marv Patterson

attachments: Career MAP Committee List
Program Guide Committee List

CURRICULUM FRAMEWORK　　PROGRAM AREA: Public Service

FLORIDA DEPARTMENT OF EDUCATION　　EFFECTIVE DATE: July, 1988

PROGRAM TITLE: Volunteer Fire Fighting

CODE NUMBER: **Secondary** 8918200　　**Postsecondary** FFP0080

Florida CIP PS43.020301

SECONDARY SCHOOL CREDITS 1　　COLLEGE CREDITS ____　　POSTSECONDARY ADULT VOCATIONAL CREDITS ____

APPLICABLE LEVEL(S): ____ 7-9　____ 9-12　____ Postsecondary Adult Vocational

____ Postsecondary Vocational　x Other 10-12, 30, 31

CERTIFICATION COVERAGE: FIREFIGHT 7　　FIREMANSHIP @7　　PUBSERV @7

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for non-paid employment as volunteer firefighters (70100401), or to provide supplemental training for persons previously or currently employed in this occupation.

The content includes, but is not limited to, fire department orientation, fire behavior, protective breathing equipment, ladders, hoses and nozzles, fire streams, hose lays, forcible entry, ventilation, salvage, overhaul, safety, employability skills, and first aid, including CPR.

Reinforcement of basic skills in English, mathematics, and science appropriate for the job preparatory programs is provided through vocationa classroom instruction and applied laboratory procedures or practice.

II. LABORATORY ACTIVITIES: Laboratory and field activities are an integral part of this program.

III. SPECIAL NOTE: Safety practices must be adherred to because of the high risk involved. In any hazardous learning experience the Fire Standards an Training Commission requires no more than 1:6 teacher/student ratio.

The program adheres to the standards of the National Fire Protection Association, NFPA 1001.

Completion of the Department of Health and Rehabilitative Services Emergency Medical Services First Responder Course is encouraged.

If this program is offered for 450 hours or more, in accordance with Section 233.0695 F.S., the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 9.0, Language 9.0. This grade level number corresponds to a grade equivalent score obtained on a state designated basic skills examination.

The typical length of this program for the average achieving student is 1 hours.

The particular outcomes and student performance standards which the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

IV. INTENDED OUTCOMES: After successfully completing this program, the studen will be able to:

01. Demonstrate knowledge of fire department organization, scope of operations, and rules and regulations as they apply within the fire service.
02. Demonstrate awareness of the principles of fire behavior.
03. Demonstrate awareness of the need for and proficient utilization of protective breathing apparatus.
04. Practice procedures of firefighting safety.

05. Demonstrate appropriate utilization of ropes.
06. Demonstrate appropriate utilization of ladders.
07. Demonstrate appropriate utilization of fire department hose.
08. Demonstrate proficient utilization of fire streams.
09. Demonstrate appropriate utilization of equipment to accomplish forcible entry into an enclosure.
10. Demonstrate appropriate utilization of equipment to accomplish rescue.
11. Recognize ventilation equipment and demonstrate accepted practices for its use.
12. Demonstrate appropriate utilization of equipment to accomplish salvage procedures.
13. Demonstrate knowledge of the methods and procedures of the receipt and transmittal of fire alarms and communication.
14. Demonstrate knowledge of fire department fire prevention inspection practices.
15. Participate in fire training examinations.
16. Demonstrate employability skills.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1988
PROGRAM AREA: Public Service Occupations SECONDARY NUMBER: 8918200
PROGRAM TITLE: Volunteer Fire Fighting POSTSECONDARY NUMBER: FFP0030

01.0 DEMONSTRATE KNOWLEDGE OF FIRE DEPARTMENT ORGANIZATION, SCOPE OF OPERATIONS, AND RULES AND REGULATIONS AS THEY APPLY WITHIN THE FIRE SERVICE--The student will be able to:

01.01 Identify the organization of the fire department.
01.02 Identify the size of the fire department, the scope of its operation, and the standard operational procedures.

02.0 DEMONSTRATE AWARENESS OF THE PRINCIPLES OF FIRE BEHAVIOR--The student will be able to:

02.01 Demonstrate the knowledge of fire behavior including the chemistry of fire, flame spread, flash over, phases of burning, classes of fire, and heat transfer, common heat sources and fire behavior terminology.

03.0 DEMONSTRATE AWARENESS OF THE NEED FOR AND PROFICIENT UTILIZATION OF PROTECTIVE BREATHING APPARATUS--The student will be able to:

03.01 Identify at least four hazardous respiratory evnironments encountered in firefighting.
03.02 Demonstrate the use of all types of protective breathing apparatus in a dense smoke environment.
03.03 Identify the physical requirements of the wearer, the limitations of the protective breathing apparatus, and the safety features of all types of protective breathing apparatus.
03.04 Demonstrate donning breathing apparatus while wearing protective clothing.
03.05 Demonstrate that the protective breathing apparatus is in a safe condition for immediate use.
03.06 Identify the procedure for cleaning and sanitizing protective breathing apparatus for future use.

04.0 PRACTICE PROCEDURES OF FIREFIGHTING SAFETY--The student will be able to:

04.01 Demonstrate an awareness of "protective envelope" (clothing and equipment: helmet, bunker coat, bunker pants, boots, gloves and self contained breathing apparatus).
04.02 Identify dangerous building conditions created by fire and precautions to protect other firefighters.
04.03 Demonstrate techniques for action when trapped or disoriented in a fire situation or in a hostile environment.

05.0 DEMONSTRATE APPROPRIATE UTILIZATION OF ROPES--The student will be able to:

05.01 Tie each of the following knots as demonstrated by the certified instructor and in accordance with IFSTA Manuals #200 and 101, one attempt shall be allowed: (a) bowline, (b) half hitch, (c) chimney hitch, (d) clove hitch, (e) becket bend, (f) half sheep shank, (g) timber hitch, (h) approved rescue knott--(1) life knot (butterfly), (2) parachute sling (minimum 3 twists), and (3) four twists.
05.02 Tie the prescribed knot and hoist the item to a height of 20 feet in accordance with Florida Firefighter Minimum Standards Course outline in IFSTA manuals #200 and 101: (a) axe, (b) pike pole, (c) fire extinguisher (size to approximate a 15 lb. CO^2 extinguisher or 2½ gal. pressurized water extinguisher), (d) ladder (size to approximate a 12 to 14 foot straight ladder), (e) hose, and (f) hose with nozzle.

06.0 DEMONSTRATE APPROPRIATE UTILIZATION OF LADDERS--The student will be able to:

06.01 Operating as an individual and as a member of a team, demonstrate the one-person carry; the two-person carry; the three-person carry; the four-person carry; the five-person carry; and the six-person carry.

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07.0 DEMONSTRATE APPROPRIATE UTILIZATION OF FIRE DEPARTMENT HOSE--The student will be able to:

07.01 Identify hose accessories, hose appliances, drags.
07.02 Demonstrate cleaning fire hose, couplings, and nozzles, and inspecting for damage.

08.0 DEMONSTRATE PROFICIENT UTILIZATION OF FIRE STREAMS--The student will be able to:

08.01 Define a fire stream.
08.02 Manipulate a nozzle so as to attack a Class A fire and a Class B fire.
08.03 Define cause and prevention of water hammer.
08.04 Demonstrate how to open and close a nozzle.
08.05 Demonstrate use of fire hose in a safe and proficient manner at all times.

09.0 DEMONSTRATE APPROPRIATE UTILIZATION OF EQUIPMENT TO ACCOMPLISH FORCIBLE ENTRY INTO AN ENCLOSURE--The student will be able to:

09.01 Identify and demonstrate the use of each type of manual forcible entry tool.
09.02 Demonstrate the method and procedure of properly cleaning, maintaining, and inspecting each type of forcible entry tool and equipment.

10.0 DEMONSTRATE APPROPRIATE UTILIZATION OF EQUIPMENT TO ACCOMPLISH RESCUE--The student will be able to:

10.01 The student shall identify aids in search and rescue.
10.02 Identify and demonstrate drags, lifts and assists as they pertain to rescue.
10.03 Demonstrate the removal of injured persons from the immediate hazard by the use of carries, drags, and stretchers.
10.04 Demonstrate a knowledge of the hazards to be encountered in rescue operations.
10.05 Demonstrate the procedure of searching for victims in burning smoke-filled buildings, or other hostile environments.

11.0 RECOGNIZE VENTILATION EQUIPMENT AND DEMONSTRATE ACCEPTED PRACTICES FOR ITS USE--The student will be able to:

11.01 Define the principles of ventilation, and identify the advantages and effects of ventilation.
11.02 Identify the dangers present and precautions to be taken in performing ventilation.
11.03 Demonstrate opening various types of windows, from inside and outside, with and without the use of fire department tools.
11.04 Demonstrate breaking window or door glass and removing obstruction.
11.05 Demonstrate the ventilation of a roof and a floor using forcible entry equipment.
11.06 Define the theory of a "back draft explosion."

12.0 DEMONSTRATE APPROPRIATE UTILIZATION OF EQUIPMENT TO ACCOMPLISH SALVAGE PROCEDURES--The student will be able to:

12.01 Identify the purpose of salvage and its value to the public and the fire department.
12.02 Demonstrate folds and rolls of salvage covers as an individual and as a member of a team.
12.03 Demonstrate salvage cover throws as an individual and as a member of a team.
12.04 Demonstrate the techniques of inspection, cleaning, and maintaining salvage equipment.

13.0 DEMONSTRATE KNOWLEDGE OF THE METHODS AND PROCEDURES OF THE RECEIPT AND TRANSMITTAL OF FIRE ALARMS AND COMMUNICATION--The student will be able to:

13.01 Demonstrate knowledge of the correct procedure for a citizen to report a fire or other emergencies.

13.02 Demonstrate correctly receiving an alarm or a report of an emergency and initiate proper action.
13.03 Describe the purpose and functioning of all alarm receiving instruments and personnel alerting equipment provided in the fire station.
13.04 Demonstrate station watch duties as assigned by the authority having jurisdiction.
13.05 Demonstrate any traffic control devices installed in the fire station to facilitate the response of apparatus.
13.06 Demonstrate prescribed fire department radio procedures.
13.07 Demonstrate policy and procedures concerning the ordering and transmitting of multiple alarms of fires and calls for special assistance.

14.0 DEMONSTRATE KNOWLEDGE OF FIRE DEPARTMENT FIRE PREVENTION INSPECTION PRACTICES--The student will be able to:

14.01 Demonstrate a knowledge of the purpose of fire service inspection.
14.02 Demonstrate a knowledge of the different classifications of fire hazards.
14.03 Demonstrate a knowledge of pre-fire planning.
14.04 Demonstrate a knowledge of fire inspection procedures.

15.0 PARTICIPATE IN FIRE TRAINING EXAMINATIONS--The student will be able to:

15.01 Demonstrate his/her ability on each portion of the outline.
15.02 Demonstrate his/her ability by performance of each portion of the outline.
15.03 Take a final examination.

16.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

16.01 Conduct a job search.
16.02 Secure information about a job.
16.03 Identify documents that may be required when applying for a job.
16.04 Complete a job application.
16.05 Demonstrate competence in job interview techniques.
16.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
16.07 Identify acceptable work habits.
16.08 Demonstrate knowledge of how to make job changes appropriately.
16.09 Demonstrate acceptable employee health habits.

CURRICULUM FRAMEWORK **PROGRAM AREA:** Public Service

FLORIDA DEPARTMENT OF EDUCATION **EFFECTIVE DATE:** July, 1988

PROGRAM TITLE: Fire Science Technology

CODE NUMBER: **Secondary** _______ Postsecondary _______

Florida CIP PS43.020100

SECONDARY SCHOOL CREDITS ______ COLLEGE CREDITS x POSTSECONDARY ADULT VOCATIONAL CREDITS ______

APPLICABLE LEVEL(S): _____7-9 _____9-12 _____Postsecondary Adult Vocational

x Postsecondary Vocational ______ Other ________________

CERTIFICATION COVERAGE:

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare students for employment as fire science technicians, fire officers, or fire safety inspectors, fire assistants (169.167-022), safety inspectors (168.167-078), building inspectors, fire insurance ((10243823), fire fighters (70100401), fire inspectors (70100402), fire officers (70100403) or to provide supplemental training for persons previously or currently employed in these occupations.

This program does not prepare students for certification as fire fighters. A student must successfully complete the 240 hour Basic Recruit Program in fire fighting to become certified, pursuant to Chapter 633.34 and 633.35, Florida Statutes.

The content includes, but is not limited to, fire protection, fire suppression, fire prevention, fire protection systems, firefighting tactics and strategy, building construction, methods of instruction, hazardous materials, fire hydraulics and equipment, insurance adjusting, supervision and leadership, management, health and safety, and employability skills.

Reinforcement of basic skills in English, mathematics, and science appropriate for the job preparatory programs is provided through vocational classroom instruction and applied laboratory procedures or practice.

II. LABORATORY ACTIVITIES: Laboratory and field activities are an integral part of this program.

III. SPECIAL NOTE: In some instances, it may be necessary for selected instructors to be certified by the Bureau of Fire Standards and Training to teach specific courses.

The cooperative method of instruction may be used for this program. Whenever the cooperative method is offered, the following is required for each student: (1) a training plan signed by the student, the instructor and the employer which includes instructional objectives and a list of on-the-job and in-school learning experiences; and (2) a work station which reflects equipment, skills, and tasks relevant to the student's career goal. Students must receive compensation for work performed.

The typical length of this program for the average achieving student is an associate degree.

IV. INTENDED OUTCOMES: After successfully completing this program, the student will be able to:

01. Demonstrate knowledge of fire department organization, scope of operations, and rules and regulations as they apply within the fire service.
02. Demonstrate awareness of the principles of fire behavior.
03. Identify the various types of portable fire extinguishers, their classification, rating, and use.
04. Identify the variety of fire apparatus available, the variety of functions they perform, and the basic limitations of each.

05. Demonstrate knowledge of fire service fundamentals of extinguishmen
06. Demonstrate knowledge of fire service private fire protection syste
07. Demonstrate knowledge of fire department fire prevention inspectio practices as related to insurance indemnification.
08. Participate in fire training examinations.
09. Demonstrate awareness of the efficient use of firefighter manpower, placement of apparatus and available equipment, pre-fire planning, fireground decisions and demonstrate awareness of firefighting tact and strategy in the control of an emergency situation.
10. Demonstrate awareness of basic knowledge of fire protection and lif safety related to building construction.
11. Demonstrate awareness of knowledge and skills relating to classroom instruction and management.
12. Demonstrate knowledge of the hazards of flammable liquids, flammable gases, and flammable solids.
13. Demonstrate awareness of the theory and procedures for providing effective supervision and leadership.
14. Demonstrate the awareness of managerial concepts and principles applied to the daily operation of a fire company.
15. Demonstrate employability skills.
16. Demonstrate ability to perform objectives as stated in the National Fire Protection Association (NFPA) Professional Qualifications Standards: (1) NFPA 1021 Fire Officer Professional Qualifications 1983, Fire Officer 1. (2) NFPA 1031 Fire Inspector, Fire Investigato and Fire Prevention Education Officer Professional Qualifications, 1982, Fire Inspector I and (3) NFPA 1041 Fire Science Instructor Professional Qualifications, 1981, Instructor I.

STUDENT PERFORMANCE STANDARDS　　EFFECTIVE DATE: July, 1988

PROGRAM AREA: Public Service Occupations　　SECONDARY NUMBER: ______

PROGRAM TITLE: Fire Science Technology　　POSTSECONDARY NUMBER: PS43.020100

01.0 DEMONSTRATE KNOWLEDGE OF FIRE DEPARTMENT ORGANIZATION, SCOPE OF OPERATIONS, AND RULES AND REGULATIONS AS THEY APPLY WITHIN THE FIRE SERVICE--The student will be able to:

01.01 Identify the organization of the fire department.
01.02 Identify the size of the fire department, the scope of its operation, and the standard operational procedures.
01.03 Identify the fire department rules and regulations that apply to the position of firefighter, fire officer, fire chief, and fire inspector.
01.04 Identify responsibilities of the student in determining the point of origin, cause, and protection of evidence in fires.
01.05 Identify the components of the fire suppression organization in the authority having jurisdiction.
01.06 Define the authority and responsibility of each component of the fire suppression organization in the authority having jurisdiction.
01.07 Describe the lines of authority within the department.
01.08 Describe the duties and responsibilities of each rank in both line and staff functions.

02.0 DEMONSTRATE AWARENESS OF THE PRINCIPLES OF FIRE BEHAVIOR--The student will be able to:

02.01 Define fire.
02.02 Define the fire triangle.
02.03 Identify two chemical, mechanical, and electrical energy heat sources.
02.04 Define the following potential stages of fire: (a) Incipient; (b) Flame spread; (c) Hot smoldering; (d) Flash over; (e) Steady state; (f) Clear burning.
02.05 Define the three methods of heat transfer.
02.06 Define the three physical stages of matter in which fuels are commonly found.
02.07 Define the hazard of finely divided fuels as they relate to the combustion process.
02.08 Define flash point and ignition temperature.
02.09 Define concentrations of oxygen in air as it affects combustion.
02.10 Identify three products of combustion commonly found in structural fires which create a life hazard.
02.11 Define the following units of heat measurement: (a) British Thermal Unit (BTU); (b) Fahrenheit (°F); (c) Celsius (°C); (d) Calorie (C).
02.12 Define thermal balance and imbalance.

03.0 IDENTIFY THE VARIOUS TYPES OF PORTABLE FIRE EXTINGUISHERS, THEIR CLASSIFICATION, RATING, AND USE--The student will be able to:

03.01 Identify the classification of types of fire as they relate to the use of portable extinguishers.
03.02 Given a group of differing extinguishers, identify the appropriate extinguishers for the various classes of fire.
03.03 Define the portable extinguisher rating system.
03.04 Name three safety checks to perform on portable extinguishers to include change, hose and nozzle inspection.
03.05 List safety precautions to be observed when operating extinguishers.
03.06 Outline the procedure for operating an extinguisher.

04.0 IDENTIFY THE VARIETY OF FIRE APPARATUS AVAILABLE, THE VARIETY OF FUNCTIONS THEY PERFORM, AND THE BASIC LIMITATIONS OF EACH--The student will be able to:

04.01 Identify the function of a fire company.
04.02 Describe the difference between the following companies: (a) Pumper company; (b) Aerial company; (c) Rural company.

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04.03 Describe crash-fire-rescue and its uses.
04.04 Identify special equipment used in the following: (a) Rescue; (b) Chemical; (c) Floodlight and power; (d) Air truck.
04.05 Identify formulas necessary for fire ground calculations for fire flow and water supply needed.
04.06 Identify, describe, operate, have the knowledge of the care and maintenance of the various types of firefighting apparatus in use and fire service.

05.0 DEMONSTRATE KNOWLEDGE OF FIRE SERVICE FUNDAMENTALS OF EXTINGUISHMENT--The student will be able to:

05.01 Define the firefighting strategy necessary for fire control in structures.
05.02 Define the firefighting strategy necessary for fire control in flammable liquids.
05.03 Define the firefighting strategy necessary for fire control in liquified petroleum or natural gas.
05.04 Define the firefighting strategy necessary for fire control in vehicles.

06.0 DEMONSTRATE KNOWLEDGE OF FIRE SERVICE PRIVATE FIRE PROTECTION SYSTEMS--The student will be able to:

06.01 Identify a fire department sprinkler connection and water motor alarm.
06.02 Connect hose line(s) to a fire department connection of a sprinkler or standpipe system.
06.03 Define how the automatic sprinkler heads open and release water.
06.04 Temporarily stop the flow of water from a sprinkler head.
06.05 Identify the "Main Drain" valve on an automatic sprinkler system.
06.06 Open and close a "Main Drain" valve on an automatic sprinkler system.
06.07 Identify the main control valve on an automatic sprinkler system.
06.08 Operate a main control valve on an automatic sprinkler system from "open" and "closed" and then back to "open".
06.09 Define the value of automatic sprinklers in providing safety to life of occupants in a structure.
06.10 Identify and define the dangers of premature closure of sprinkler main control valve, and of using hydrants to supply hose streams when the same water system is supplying the automatic sprinkler system.
06.11 Identify the difference between an automatic sprinkler system that affords complete coverage and partial sprinkler system.
06.12 Identify the following: (a) Wet sprinkler system; (b) Dry sprinkler system; (c) Deluge sprinkler system.
06.13 Demonstrate removing one head from a sprinkler system and replacing it with a head of the same type.
06.14 When given an "Alarm Valve" of an automatic sprinkler system, identify the operation of the valve.
06.15 When given twelve various sprinkler heads, identify each of them correctly as to: (a) Temperature rating, (b) Pendant or upright, (c) Special types.
06.16 Identify the "Alarm Test" valve on an automatic sprinkler system.
06.17 When given an automatic sprinkler system, operate the "Alarm Test" valve.
06.18 When given a velocity drain valve or ball drip valve on the fire department connection of an automatic sprinkler system, demonstrate that the valve is operating and the pipe drained.
06.19 When given a check valve on the fire department connection to an automatic sprinkler system, identify the direction of flow of water through the valve.
06.20 Read and record the indicated pressures on all gages provided on a standard wet automatic sprinkler system and identify each gage.
06.21 Read and record the indicated pressures on all gages provided on a standard dry pipe automatic sprinkler system and identify each gage.

06.22 Define the realiability of automatic sprinkler systems and give eight reasons for unsatisfactory performance.
06.23 By inspection of an automatic sprinkler system in a building, identify obstructions to sprinkler heads and the required clearance.

07.0 DEMONSTRATE KNOWLEDGE OF FIRE DEPARTMENT FIRE PREVENTION INSPECTION PRACTICES AS RELATED TO INSURANCE INDEMNIFICATION--The student will be able to:

07.01 Identify the common causes of fires and their prevention.
07.02 Identify the fire inspection procedures.
07.03 Define the importance of public relations relative to the inspection programs.
07.04 Define dwelling inspection procedures.
07.05 Prepare diagrams or sketches of buildings to record the locations of items of concern during pre-fire planning operations.
07.06 Collect and record in writing information required for the purpose of preparing a report on a building inspection or survey.
07.07 Identify school exit drill procedures.
07.08 Identify life safety programs for the home.
07.09 Identify common fire hazards and make recommendations for their correction.
07.10 Write a building inspection report.
07.11 Identify that the fire extinguishers in an inspected premise conform to the fire prevention requirement.
07.12 Identify the procedures to be used whenever fire hazards, or suspected fire hazards, are encountered during inspections.
07.13 Identify the procedure for preparing a pre-fire plan.
07.14 Identify the duties and responsibilities of a firefighter assigned to a fire prevention detail in places of public assembly.
07.15 Identify the fire exit requirements for different types of occupancies.
07.16 Identify the use and operation of various roof vents, both manual and automatic.
07.17 Inspect standpipe systems for fire protection, including visual inspection of hose (where provided), nozzles, hose outlet threads, and fire department connections.
07.18 Identify a private water system for fire protection, including fire pumps, yard hydrants, hose houses, gravity and pressure types of water storage tanks, reservoirs, and draft sources.
07.19 Identify smoke, flame, and heat-detection alarm systems.
07.20 Identify local and state fire codes concerning subjects to be noted in fire company inspections.
07.21 Identify the areas of responsibility of other municipal and state inspection agencies.
07.22 Identify the fire hazards commonly found in manufacturing, commercial, residential, and public assembly occupancies.
07.23 Identify common deficiencies in electrical services and electrical equipment.
07.24 Identify standard types of chimneys and flues, and recognize deficiencies likely to cause fires.
07.25 Identify and define fire spread through air conditioning and utility ducts and the functions of automatic and manual controls of these systems.
07.26 Identify local code requirements covering the proper storage and use of flammable liquids and gases.
07.27 Identify storage codes and practices contributing to fire safety in buildings, including proper piling, aisles, clearances, access to fire equipment and exits.
07.28 Identify proper outside storage and how it affects fire fighting, including aisles, roadways, access to hydrants, access to buildings, and exposure hazards.
07.29 Identify water and smoke damage potential to goods, to office and manufacturing machinery, and other valuable objects.
07.30 Demonstrate a knowledge of the legally established responsibilities and empowerment related to the performance of his duties.

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07.31 Demonstrate a knowledge of the established procedure for modification of requirements.
07.32 Demonstrate a knowledge of the established appeals procedure and judicial review process for the jurisdiction in which he is employed.
07.33 Demonstrate a knowledge of other agencies which may be referred to for assistance in correcting or correction of hazards.
07.34 Demonstrate an ability to initiate corrective procedures for fire hazards discovered during fire inspections.

08.0 PARTICIPATE IN FIRE TRAINING EXAMINATIONS--The student will be able to:

08.01 Take a test written/oral on each academic portion of the outline.
08.02 Take a performance test on certain portions of the outline.

09.0 DEMONSTRATE AWARENESS OF THE EFFICIENT USE OF FIREFIGHTER MANPOWER, PLACEMENT OF APPARATUS AND AVAILABLE EQUIPMENT, PRE-FIRE PLANNING, AND FIREGROUND DECISIONS AND DEMONSTRATE AWARENESS OF FIREFIGHTING TACTICS AND STRATEGY IN THE CONTROL OF AN EMERGENCY SITUATION--The student will be able to:

09.01 Describe the chain of command of the fire-ground organization in the authority having jurisdiction.
09.02 Identify and describe the factors of size-up which must be considered to determine procedures for control of an emergency situation.
09.03 Given a simulated fireground situation requiring rescue and a list of available resources, demonstrate the utilization and coordination of manpower and equipment to complete the rescue operation.
09.04 Apply infection control mesures in accordance with Center for Disease Control (CDC) guidelines.
09.05 Recognize and report signs of abuse and neglect.
09.06 Given a simulated fire problem which would require the application of recognized principles of overhaul, describe or demonstrate the overhaul procedures necessary.
09.07 Given a simulated structural fire condition requiring salvage operations, describe the salvage operation procedures and techniques necessary.
09.08 Given a simulated fireground situation, describe how basic organizational principles would be applied.
09.09 Given a simulated interior fire situation, describe (a) how fire may extend within the building, (b) how to control the spread of fire within the building.
09.10 Given a simulated exterior fire situation, (a) evaluate the situation, (b) describe how to control the spread of fire to keep it from extending to adjacent buildings.
09.11 Identify the three types of ventilation procedures and demonstrate the use of each.
09.12 Given equipment and personnel, demonstrate the attack procedures required to control, confine, and extinguish a fire in each of the following simulated situations: (a) Structures, (b) Flammable Liquids, (c) Flammable gases, (d) Hazardous materials.
09.13 Given a simulated fireground situation requiring multiple company operations, analyze the situation and determine the resources required for control and demonstrate the assignment and placement of the resources.
09.14 Given an actual or simulated target hazard and all pertinent information, develop a pre-fire plan which will include the utilization of manpower, equipment, and extinguishing agents.
09.15 State the primary and secondary functions of a rescue operation.

10.0 DEMONSTRATE AWARENESS OF BASIC KNOWLEDGE OF FIRE PROTECTION AND LIFE SAFETY RELATED TO BUILDING CONSTRUCTION--The student will be able to:

10.01 Demonstrate a basic knowledge of the features of fire protection and life safety related to building construction that are germane to various types of occupancies.
10.02 Demonstrate a knowledge of the purpose of rated building construction.

10.03 Demonstrate a knowledge of acceptable test methods and marking or labeling for building construction assemblies or devices.
10.04 Demonstrate a working knowledge of the types of fire doors and installation requirements.
10.05 Demonstrate a basic knowledge of where rated building construction is required.
10.06 Demonstrate a knowledge of building construction components installed for fire related purposes including but not limited to fire stops, draft curtains, fire walls, smoke vents, chimneys, flues, and rated ceilings.
10.07 Demonstrate a knowledge of the classes of roof covering.
10.08 Demonstrate a knowledge of the requirements for and construction of special building construction features including but not limited to projections booths, stages, proscenium openings, and flammable liquid storage rooms.
10.09 Demonstrate a knowledge of building construction classification.

11.0 DEMONSTRATE AWARENESS OF KNOWLEDGE AND SKILLS RELATING TO CLASSROOM INSTRUCTION AND MANAGEMENT--The student will be able to:

11.01 Identify instructor's roles and responsibilities.
11.02 Prepare and instruct class on a given topic.
11.03 Critique others in classroom during presentation.
11.04 Prepare a lesson plan, select audio-visual aids, and other reference material.
11.05 Describe some of the basic laws that govern the learning process.
11.06 Identify and describe the characteristics of a superior and poor instructor.

12.0 DEMONSTRATE KNOWLEDGE OF THE HAZARDS OF FLAMMABLE LIQUIDS, FLAMMABLE GASES, AND FLAMMABLE SOLIDS--The student will be able to:

12.01 Explain the characteristics of flammable liquids, flammable gases, and flammable solids.
12.02 Given a simulated emergency incident and all pertinent information involving each of the following materials, analyze each simulated situation, determine the resources required for control, and demonstrate the assignment and placement of the resources: (a) Flammable liquids, (b) Flammable gases, (c) Poisons, (d) Explosives, (e) Radioactive materials, (f) Flammable solids, (g) Water/Air Reactive materials, (h) Corrosives, (i) Oxidizers.
12.03 Identify national, state, and local information resources for handling of hazardous materials under fire or emergency situations.

13.0 DEMONSTRATE AWARENESS OF THE THEORY AND PROCEDURES FOR PROVIDING EFFECTIVE SUPERVISION AND LEADERSHIP--The student will be able to:

13.01 Describe the advantages, disadvantages, and effects of various recognized styles of leadership.
13.02 Given a summary of the functions of a leader, describe (a) the officer's responsibility in promoting cooperation, (b) how group cooperation may be obtained.
13.03 Identify the three types of verbal orders and demonstrate their use in each of the following situations: (a) during emergency situations, (b) in the station, (c) during training sessions.
13.04 Given a list of policies which may be used by a department, describe (a) how the various policies affect the officer, (b) the officer's role in interpreting the policies, (c) why accuracy, clarity, and impartiality are important in interpreting policy, (d) how to implement the policies in the leadership role.
13.05 Given the personnel rules of the department, describe how to deal fairly, firmly, and equally with subordinates.

14.0 DEMONSTRATE THE AWARENESS OF MANAGERIAL CONCEPTS AND PRINCIPLES APPLIED TO THE DAILY OPERATION OF A FIRE COMPANY--The student will be able to:

14.01 Develop a schedule for company: manpower, distribution, equipment maintenance, training and material allocations.

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14.02 Describe essentials necessary for a good company training session.
14.03 Conduct a company training session.
14.04 Apply principles and concepts learned to case studies based upon fire company administrative operations.
14.05 Write typical company level reports.
14.06 Create a budget and payroll for the company.
14.07 Describe personnel selection and records.
14.08 Write a daily plan of operation.
14.09 Describe public relations and how it affects daily operation of a company.
14.10 List methods of procuring equipment and supplies.
14.11 Describe procedures to follow in maintenance of apparatus and equipment.
14.12 Write the procedures used in training of personnel and operations research.
14.13 Demonstrate communications, including receipt and transmission of alarms and routine calls.
14.14 Discuss fire prevention inspection services and enforcement of fire codes.
14.15 Conduct investigations to determine fire causes and factors contributing to the spread of fire, suppression of arson, and studies of fire experience.
14.16 Identify the most common causes of personal injury to the firefighter.
14.17 Given specific hazards, develop an accident prevention program applicable to the officer's duty assignment.
14.18 Given actual or simulated accident and injury reports, evaluate the reports and describe appropriate prevention measures.
14.19 Given rules, regulations, directives, policies, and laws regarding safety practices: (a) demonstrate procedures required to enforce the safety regulations, (b) demonstrate how to maintain complete and accurate records.

15.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

15.01 Conduct a job search.
15.02 Secure information about a job.
15.03 Identify documents that may be required when applying for a job.
15.04 Complete a job application.
15.05 Demonstrate competence in job interview techniques.
15.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
15.07 Identify acceptable work habits.
15.08 Demonstrate knowledge of how to make job changes appropriately.
15.09 Demonstrate acceptable employee health habits.

CURRICULUM FRAMEWORK　　PROGRAM AREA: Public Service

FLORIDA DEPARTMENT OF EDUCATION　　EFFECTIVE DATE: July, 1988

PROGRAM TITLE: Fire Fighting

CODE NUMBER: Secondary 8918100　　Postsecondary FFP0005

Florida CIP PS43.020300

SECONDARY SCHOOL CREDITS 2　　COLLEGE CREDITS ____　　POSTSECONDARY ADULT VOCATIONAL CREDITS ____

APPLICABLE LEVEL(S): ____ 7-9　____ 9-12　____ Postsecondary Adult Vocational

____ Postsecondary Vocational　x Other 12, 30, 31

CERTIFICATION COVERAGE: FIRE FIGHT 7　　FIREMANSHIP @7　　PUB SERV @7

I. MAJOR CONCEPTS/CONTENT: The purpose of this program is to prepare student for employment as fire fighters (70100401), fire officers (70100403), or forest fire fighters (452.687-014), or to provide supplemental training fo persons previously or currently employed in these occupations. The progra prepares students for certification as a firefighter in accordance with Florida Statutes 633. The program must be approved by the Bureau of Fire Standards and Training.

The content includes, but is not limited to, orientation to the fire service, apparatus and equipment, fire behavior, portable extinguishers, fire streams, fundamentals of extinguishment, ladders, hose, tools and equipment, forcible entry, salvage, overhaul, ventilation, rescue, protective breathing equipment, first aid, principles of inservice inspections, safety, controlled burning, employability skills, and leadership skills.

Reinforcement of basic skills in English, mathematics, and science appropriate for the job preparatory programs is provided through vocationa classroom instruction and applied laboratory procedures or practice.

Listed below are the courses that comprise this program when offered at th secondary level:

8918110 Fire Fighting 1
8918120 Fire Fighting 2

II. LABORATORY ACTIVITIES: Laboratory and field activities are included as an integral part of this program.

In any hazardous learning experience the Fire Standards and Training ~~Commission~~ requires no more than a 1 to 6 teacher/student ratio.

III. SPECIAL NOTE: The Department of Health and Rehabilitative Services Emergency Medical Services First Responder Course is required.

The cooperative method of instruction may be utilized for this program. Whenever the cooperative method is offered, the following is required for each student: (1) a training plan, signed by the student, the teacher and employer which includes instructional objectives and a list of on-the-job and in-school learning experiences; and (2) a work station which reflects equipment, skills, and tasks which are relevant to the occupation which th student has chosen as a career goal. The student must receive compensatio for work performed.

If this program is offered for 450 hours or more, in accordance with Section 233.0695 F.S., the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 10.0, Languag 10.0. This grade level number corresponds to a grade equivalent score obtained on a state designated basic skills examination.

The minimum length of this program for the average achieving student is 24 hours as established by the Bureau of Fire Standards and Training.

The particular outcomes and student performance standards which the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

IV. INTENDED OUTCOMES: After successfully completing this program, the stude will be able to:

01. Demonstrate knowledge of fire department organization, scope of operations, and rules and regulations as they apply within the fire service, receipt and transmittal of fire alarms and communications.
02. Demonstrate awareness of the principles of fire behavior.
03. Identify the various types of portable fire extinguishers, their classification, rating, and use.
04. Demonstrate awareness of the need for and proficient utilization of protective breathing apparatus.
05. Identify the variety of fire apparatus available, the variety of functions they perform, and the basic limitations of each.
06. Demonstrate awareness of and appropriate utilization of tools and equipment.
07. Demonstrate awareness of and appropriate utilization of ladders.
08. Demonstrate awareness of and appropriate utilization of fire department hose.
09. Demonstrate awareness of and proficient utilization of fire streams.
10. Demonstrate knowledge of fire service fundamentals of extinguishment.
11. Demonstrate knowledge of fire service private fire protection systems
12. Demonstrate awareness of and appropriate utilization of equipment to accomplish forcible entry into an enclosure.
13. Demonstrate awareness of and appropriate utilization of equipment to accomplish rescue in a hazardous situation.
14. Demonstrate awareness of and appropriate utilization of equipment to accomplish appropriate ventilation practices.
15. Demonstrate awareness of and appropriate utilization of equipment to accomplish salvage procedures.
16. Demonstrate awareness of and appropriate utilization of equipment to accomplish appropriate overhaul procedures.
17. Demonstrate knowledge of fire department fire prevention inspection practices.
18. Demonstrate awareness and application of appropriate principles in providing emergency medical care as defined by DOE first responder outline.
19. Participate in a structured and organized physical fitness program.
20. Participate in fire training examinations.
21. Participate in controlled burning practical exercises in fire control
22. Demonstrate employability skills.
23. Obtain certification as a fire fighter.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1988
PROGRAM AREA: Public Service Occupations SECONDARY NUMBER: 8918100
PROGRAM TITLE: Fire Fighting POSTSECONDARY NUMBER: FFP0005

01.0 DEMONSTRATE KNOWLEDGE OF FIRE DEPARTMENT ORGANIZATION, SCOPE OF OPERATIONS, AND RULES AND REGULATIONS AS THEY APPLY WITHIN THE FIRE SERVICE, RECEIPT AND TRANSMITTAL OF FIRE ALARMS AND COMMUNICATIONS--The student will be able to:

01.01 Identify the organization of the fire department.
01.02 Identify the size of the fire department, the scope of its operation, and the standard operational procedures.
01.03 Identify the fire department rules and regulations that apply to the position of fire fighter.
01.04 Identify responsibilities of the fire fighter in determining the point of origin, cause, and protection of evidence in fires.
01.05 Identify procedures for shutting off the gas services to a building.
01.06 Identify procedures for shutting off electrical service to a building.

02.0 DEMONSTRATE AWARENESS OF THE PRINCIPLES OF FIRE BEHAVIOR--The student will be able to:

02.01 Define fire.
02.02 Define the fire triangle, tetrahedron.
02.03 Identify two chemical, mechanical, and electrical energy heat sources.
02.04 Define the following potential stages of fire: (a) Incipient; (b) Flame spread; (c) Hot smoldering; (d) Flash over; (e) Steady state; (f) Clear burning.
02.05 Define the three methods of heat transfer.
02.06 Define the three physical stages of matter in which fuels are commonly found.
02.07 Define the hazard of finely divided fuels as they relate to the combustion process.
02.08 Define flash point and ignition temperature.
02.09 Define concentrations of oxygen in air as it affects combustion.
02.10 Identify three products of combustion commonly found in structural fires which create a life hazard.
02.11 Define the following units of heat measurement: (a) British Thermal Unit (BTU); (b) Farenheit (°F); (c) Celcius (°C); (d) Calorie (C).
02.12 Define thermal balance and imbalance.

03.0 IDENTIFY THE VARIOUS TYPES OF PORTABLE FIRE EXTINGUISHERS, THEIR CLASSIFICATION, RATING, AND USE--The student will be able to:

03.01 Identify the classification of types of fire as they relate to the use of portable extinguishers.
03.02 Given a group of differing extinguishers, identify the appropriate extinguishers for the various classes of fire.
03.03 Define the portable extinguisher rating system.

04.0 DEMONSTRATE AWARENESS OF THE NEED FOR AND PROFICIENT UTILIZATION OF PROTECTIVE BREATHING APPARATUS--The student will be able to:

04.01 Identify at least four hazardous respiratory environments encountered in firefighting.
04.02 Demonstrate the use of all types of protective breathing apparatus in a dense smoke environment.
04.03 Identify the physical requirements of the wearer, the limitations of the protective breathing apparatus, and the safety features of all types of protective breathing apparatus.
04.04 Demonstrate donning breathing apparatus while wearing protective clothing.
04.05 Demonstrate that the protective breathing apparatus is in a safe condition for immediate use.
04.06 Identify the procedure for cleaning and sanitizing protective breathing apparatus for future use.
04.07 Identify the procedure for daily inspection and maintenance of breathing apparatus.
04.08 Given each type of breathing apparatus, demonstrate the correct procedure for recharging.

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04.09 Demonstrate the following emergency techniques using breathing apparatus to: (a) Assist other fire fighters; (b) Conserve air; (c) Restricted use of by-pass valves.

05.0 IDENTIFY THE VARIETY OF FIRE APPARATUS AVAILABLE, THE VARIETY OF FUNCTIONS THEY PERFORM, AND THE BASIC LIMITATIONS OF EACH--The student will be able to:

05.01 Identify the function of a fire company.
05.02 Describe the functions of the following units: (a) Pumper company; (b) Aerial company; (c) Rural company; (d) A crash fire rescue unit; (e) Elevated platform.
05.03 Describe crash-fire-rescue and its uses.
05.04 Identify special equipment used in the following apparatus: (a) Rescue; (b) Chemical; (c) Floodlight and power; (d) Air truck.

06.0 DEMONSTRATE AWARENESS OF AND APPROPRIATE UTILIZATION OF TOOLS AND EQUIPMENT--The student will be able to:

06.01 Given the name, picture, or actual knot, identify it and describe the purpose for which it would be used.
06.02 When given the proper size and amount of rope, demonstrate tying a bowline knot, a clove hitch, and a becket or sheet bend.
06.03 When given the proper rope, demonstrate the bight, loop, round turn, and half hitch as used in tying knots and hitches.
06.04 Using an approved knot, hoist any selected forcible entry tool, ground ladder, or appliance to a height of at least 20 feet.
06.05 Demonstrate the techniques of inspecting, cleaning, and maintaining rope.
06.06 When given a simulated fire fighting or rescue task, select the appropriate size, strength, and length of rope for the task.
06.07 Select and tie a rope between two objects at least 15 ft. apart that will support the weight of a firefighter on the rope.
06.08 Use a rope to tie ladders, hose, and other equipment so as to secure them to immovable objects.
06.09 Given the name and picture of or actual tool, identify it and demonstrate the use, care, and maintenance.

07.0 DEMONSTRATE AWARENESS OF AND APPROPRIATE UTILIZATION OF LADDERS--The student will be able to:

07.01 Identify each type of ladder and define its use.
07.02 Operating as an individual and as a member of a team, demonstrate the following ladder carries: (a) One person carry; (b) Two person carry; (c) Three person carry; (d) Four person carry; (e) Five person carry; (f) Six person carry.
07.03 Operating as an individual and as a member of a team, raise each type and size of ground ladder using several different raises for each ladder.
07.04 Climb the full length of every type of ground and aerial ladder.
07.05 Climb the full length of each type of ground and aerial ladder carrying firefighting tools or equipment while ascending and descending.
07.06 Climb the full length of each type of ground and aerial ladder and bring an "injured person" down a ladder.
07.07 Demonstrate the techniques of working from ground or aerial ladders with tools and appliances, with and without a life belt.
07.08 Identify the materials used in ladder construction.
07.09 Identify the load safety features of all ground and aerial ladders.
07.10 Demonstrate inspection and maintenance techniques for different types of ground and aerial ladders.

08.0 DEMONSTRATE AWARENESS OF AND APPROPRIATE UTILIZATION OF FIRE DEPARTMENT HOSE--The student will be able to:

08.01 Identify the sizes, types, amounts, and use of hose carried on a pumper.
08.02 Demonstrate the use of nozzles, hose adaptors, and hose appliances carried on a pumper.
08.03 When given the necessary equipment and operating as an individual and as a member of a team, advance dry hose lines of two different sizes, both of which shall be 1½ inch or larger,

from a pumper: (a) Into a structure; (b) Up a ladder into an upper floor window; (c) Up an inside stairway to an upper floor; (d) Up an outside stairway to an upper floor; (e) Down an inside stairway to a lower floor; (f) Down an outside stairway to a lower floor; (g) To an upper floor by hoisting.

08.04 When given the necessary equipment and operating as an individual and as a member of a team, advance charged attack lines of two different sizes, both which shall be 1½ inch or larger, from a pumper: (a) Into a structure; (b) Up a ladder into an upper floor window; (c) Up an outside stairway to an upper floor; (d) Up an inside stairway to an upper floor; (e) Down an inside stairway to a lower floor; (f) Down an outside stairway to a lower floor; (g) To an upper floor by hoisting.
08.05 Demonstrate the techniques for cleaning fire hose, couplings, and nozzles; and inspecting damage.
08.06 Connect a fire hose to a hydrant, and fully open and close the hydrant.
08.07 Demonstrate the loading of fire hose on a fire apparatus and identify the purpose of at least three types of hose loads and finishes.
08.08 Demonstrate three types of hose rolls.
08.09 Demonstrate two types of hose carries.
08.10 Demonstrate coupling and uncoupling fire hose.
08.11 Work from a ladder with a charged attack line, which shall be 1½ inch or larger.
08.12 Demonstrate the techniques of carrying hose into a building to be connected to a standpipe, and of advancing a hose line from a standpipe.
08.13 Demonstrate the methods for extending a hose line.
08.14 Demonstrate replacing a burst section of hose line.
08.15 Identify, select, and demonstrate the use of any nozzle.
08.16 Demonstrate all hand hose lays.
08.17 Demonstrate inspection and maintenance of fire hose, couplings, and nozzles, and recommend replacement or repair as needed.
08.18 Demonstrate all hydrant to pumper hose connections.
08.19 Select adapters and appliances to be used in a specific fire ground situation.

09.0 DEMONSTRATE AWARENESS OF AND PROFICIENT UTILIZATION OF FIRE STREAMS--The student will be able to:

09.01 Define a fire stream.
09.02 Manipulate a nozzle so as to attack a Class A fire and a Class B fire.
09.03 Define water hammer and at least one method for its prevention.
09.04 Demonstrate how to open and close a nozzle.
09.05 Define the following methods of water application: (a) Direct; (b) Indirect; (c) Combination.
09.06 Select the proper nozzle and hose size for each fire situation.
09.07 Identify characteristics of all types of fire streams.
09.08 Identify precautions to be followed while advancing hose lines to a fire.
09.09 Identify three conditions that result in pressure losses in a hose line.
09.10 Identify four special stream nozzles and demonstrate at least two uses or applications for each.
09.11 Identify and define foam making appliances and demonstrate a foam stream from each.
09.12 Identify three observable results that are obtained when the proper application of a fire stream is accomplished.
09.13 Identify and define those items required to develop three types of fire streams and demonstrate each.

10.0 DEMONSTRATE KNOWLEDGE OF FIRE SERVICE FUNDAMENTALS OF EXTINGUISHMENT--The student will be able to:

10.01 Define the fundamental steps in the process of fire extinguishment.
10.02 Identify the considerations involved with various types of structural fires.
10.03 List the sequence of activities involved with various amounts of fire within a structure.
10.04 Identify the elements of ground cover fire.
10.05 Demonstrate a knowledge of flammable liquids and gases.

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10.06 Identify the firefighting techniques employed in combating flammable liquid and gases.

11.0 DEMONSTRATE KNOWLEDGE OF FIRE SERVICE PRIVATE FIRE PROTECTION SYSTEMS--The student will be able to:

11.01 Identify a fire department sprinkler connection and water motor alarm.
11.02 Connect hose line(s) to a fire department connection of a sprinkler or standpipe system.
11.03 Define how the automatic sprinkler heads open and release water.
11.04 Temporarily stop the flow of water from a sprinkler head.
11.05 Identify the "Main Drain" valve on an automatic sprinkler system.
11.06 Open and close a "Main Drain" valve on an automatic sprinkler system.
11.07 Identify the "Main Control" valve on an automatic sprinkler.
11.08 Operate a "Main Control" valve on an automatic sprinkler system from "open" to "closed" and then back to "open".
11.09 Define the value of automatic sprinklers in providing safety to life of occupants in a structure.
11.10 Identify and define the dangers of premature closure of sprinkler "Main Control" valve, and of using hydrants to supply hose streams when the same water system is supplying the automatic sprinkler system.
11.11 Identify the difference between an automatic sprinkler system that affords complete coverage and a partial sprinkler system.
11.12 Identify the following: (a) Wet sprinkler system; (b) Dry sprinkler system; (c) Deluge sprinkler system.
11.13 Demonstrate removing one head from a sprinkler system and replacing it with a head of the same type.

12.0 DEMONSTRATE AWARENESS OF AND APPROPRIATE UTILIZATION OF EQUIPMENT TO ACCOMPLISH FORCIBLE ENTRY INTO AN ENCLOSURE--The student will be able to:

12.01 Identify and demonstrate the use of each type of manual forcible entry tool.
12.02 Identify the method and procedure of properly cleaning, maintaining, and inspecting each type of forcible entry tool and equipment.
12.03 Identify materials and construction features of doors, windows, roofs, floors, and vertical barriers and define the dangers associated with each in an emergency situation.
12.04 Identify the method and technique of forcible entry through any door, window, ceiling, roof, floor, or vertical barrier.

13.0 DEMONSTRATE AWARENESS OF AND APPROPRIATE UTILIZATION OF EQUIPMENT TO ACCOMPLISH RESCUE IN A HAZARDOUS SITUATION--The student will be able to:

13.01 Demonstrate the removal of injured persons from the immediate hazard by the use of carries, drags, and stretchers.
13.02 Demonstrate searching for victims in burning, smoke-filled buildings, or other hostile environments.
13.03 Define the uses of a life belt.
13.04 Demonstrate the techniques of removing debris, rubble, and other materials.
13.05 Define the use of the following resuce tools: (a) Shoring blocks; (b) Trench jacks; (c) Block-and-tackle; (d) Hydraulic jacks; (e) Screw jacks.
13.06 Demonstrate the techniques of preparing a victim for emergency transportation by using standard available equipment, or by improvising a method.
13.07 Identify the dangers of search-and-rescue missions in tunnels, caves, construction sites, and other hazardous areas.
13.08 Operating as a member of a team, demonstrate the extrication of a victim from a vehicle accident.
13.09 Tie a standard rescue knot on a victim and lower a person from a third-floor level.

14.0 DEMONSTRATE AWARENESS OF AND APPROPRIATE UTILIZATION OF EQUIPMENT TO ACCOMPLISH APPROPRIATE VENTILATION PRACTICES--The student will be able to:

14.01 Define the principles of ventilation, and identify the advantages and effects of ventilation.
14.02 Identify the dangers present and precautions to be taken in performing ventilation.
14.03 Demonstrate opening various types of windows from inside and outside, with and without the use of fire department tools.
14.04 Demonstrate breaking window or door glass and removing obstruction.
14.05 Demonstrate the ventilation of a roof and a floor using an axe.
14.06 Define the theroy of a "back draft explosion".
14.07 Describe the use of different types of power saws and jack hammers.
14.08 Identify the different types of roofs, demonstrate the techniques used to ventilate each type, and identify the necessary precautions.
14.09 Identify the size and locaton of an opening for ventilation, and the precautions to be taken during ventilation.
14.10 Demonstrate the removal of skylights, scuttle covers, and other covers on roof tops.
14.11 Demonstrate types of equipment used for forced ventilation.
14.12 Demonstrate ventilation using water fog.

15.0 DEMONSTRATE AWARENESS OF AND APPROPRIATE UTILIZATION OF EQUIPMENT TO ACCOMPLISH SALVAGE PROCEDURES--The student will be able to:

15.01 Identify the purpose of salvage and its value to the public and the fire department.
15.02 Demonstrate folds and rolls of salvage covers as an individual and as a member of a team.
15.03 Demonstrate salvage cover throws as an individual and as a member of a team.
15.04 Demonstrate the techniques of inspection, cleaning, and maintaining salvage equipment.
15.05 When given salvage eqipment, demonstrate the construction and use of water chute operating as an individual and as member of a team.
15.06 When given salvage equipment, demonstrate the construction and use of a water catch-all operating as an individual and as a member of a team.
15.07 When given salvage equipment except salvage covers, demonstrate the removal of debris, and removal and routing of water from a structure.
15.08 Demonstrate the covering or closing of openings made during fire fighting operations.

16.0 DEMONSTRATE AWARENESS OF AND APPROPRIATE UTILIZATION OF EQUIPMENT TO ACCOMPLISH APPROPRIATE OVERHAUL PROCEDURES--The student will be able to:

16.01 Demonstrate searching for hidden fires by sight, touch, and smell.
16.02 Demonstrate exposure of hidden fires by opening ceilings, walls, floors, and pulling apart burned materials.
16.03 Demonstrate how to separate and remove charred materials from unburned material.
16.04 Define duties of firefighters left at the fire scene for fire and security surveillance.
16.05 Identify the purpose of overhaul.
16.06 List the procedures to follow during overhaul.
16.07 Identify the safety precautions necessary during overhaul.

17.0 DEMONSTRATE KNOWLEDGE OF FIRE DEPARTMENT FIRE PREVENTION INSPECTION PRACTICES--The student will be able to:

17.01 Identify the common causes of fires and their prevention.
17.02 Identify the fire inspection procedures.
17.03 Define the importance of public relations relative to the inspection programs.
17.04 Define dwelling inspection procedures.
17.05 Prepare diagrams or sketches of buildings to record the locations of items of concern during pre-fire planning operations.
17.06 Collect and record in writing information required for the purpose of preparing a report on a building inspection or survey.

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17.07 Identify school exit drill procedures.
17.08 Identify life safety programs for the home.
17.09 Identify common fire hazards and make recommendations for their correction.

18.0 DEMONSTRATE AWARENESS AND APPLICATION OF APPROPRIATE PRINCIPLES IN PROVIDING EMERGENCY MEDICAL CARE AS DEFINED BY DOT FIRST RESPONDER OUTLINE--The student will be able to:

18.01 Identify a primary survey for life-threatening injuries.
18.02 Identify procedures for determining whether or not a victim has an open airway.
18.03 Identify procedures for establishing an open airway in a nonbreathing person.
18.04 Demonstrate mouth-to-mouth and mouth-to-nose resuscitation.
18.05 Demonstrate oronasal ventilation.
18.06 Identify the three signs of cardiac arrest.
18.07 Demonstrate cardiopulmonary resuscitation.
18.08 Identify three types of external bleeding and the characteristics of each type.
18.09 Demonstrate techniques for controlling external bleeding.
18.10 Identify four sources from which information might be gathered pertaining to the nature of an accident victim's injuries.
18.11 When given specific situations, identify what injuries might be in addition to those injuries that are obvious.
18.12 When given a victim, conduct a secondary survey for other than life-threatening injuries.
18.13 Identify the signs and symptoms of internal bleeding.
18.14 Demonstrate the emergency care for a person with known or suspected internal bleeding.
18.15 Identify characteristics and emergency medical care of thermal burns according to severity.
18.16 When given a specific situation, demonstrate and define the sequential emergency medical care indicated.
18.17 Identify the emergency medical care for chemical burns, including chemical burns of the eyes.
18.18 Define the types of fractures and describe the differences.
18.19 Identify three general signs and symptoms of fractures.
18.20 When given an identified fracture, demonstrate the emergency medical care necessary to transport the victim.
18.21 Identify the anatomical process of breathing.
18.22 Identify the heart-lung-brain relationship as it affects life and define what occurs when an airway obstruction is not corrected.
18.23 Demonstrate cardiopulmonary resuscitation employing the two-person technique.
18.24 Identify symptoms and demonstrate emergency medical care of traumatic shock.
18.25 Demonstrate the use of breathing aid equipment.

19.0 PARTICIPATE IN A STRUCTURED AND ORGANIZED PHYSICAL FITNESS PROGRAM--The student will be able to:

19.01 Exercise each morning during training.
19.02 Participate in physical fitness exercises during training for a total of eight hours.

20.0 PARTICIPATE IN FIRE TRAINING EXAMINATIONS--The student will be able to:

20.01 Take a test written/oral on each academic portion of the outline.
20.02 Take a performance test on each portion of the outline.

21.0 PARTICIPATE IN CONTROLLED BURNING PRACTICAL EXERCISES IN FIRE CONTROL--The student will be able to:

21.01 Practice exercises in fire control of structure.
21.02 Practice exercises in fire control of flammable liquids.
21.03 Practice exercises in fire control of natural or propane gas.
21.04 Practice exercises in fire control of vehicles.

22.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

22.01 Conduct a job search.
22.02 Secure information about a job.

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22.03 Identify documents that may be required when applying for a job.
22.04 Complete a job application.
22.05 Demonstrate competence in job interview techniques.
22.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
22.07 Identify acceptable work habits.
22.08 Demonstrate knowledge of how to make job changes appropriately.
22.09 Demonstrate acceptable employee health habits.

23.0 OBTAIN CERTIFICATION AS A FIRE FIGHTER--The student will be able to:

23.01 Complete the basic fire fighting course.
23.02 Pass the state certification test including practical examination.
23.03 Pass physical examination 1001.
23.04 Certificate will depend upon a passing score.

REGIONAL TESTING

As of January 1985 the Bureau of Fire Standards and Training will be administering examinations at eight Regional Testing Sites four times a year. These test sites are clearly outlined on the attached map. The following examinations will be offered at the Regional Testing Sites:

(1) 240-Hour Minimum Standards retest - written only**

(2) Instructor Certification - all types

(3) Volunteer Certification - all types

(4) Fire Inspector Certification - all types

(5) Fire Officer I Certification

(6) Forestry Minimum Standards

The Regional Testing Sites were established for a two-told purpose: (1) to reduce travel time and cost to individuals who would otherwise be required to come to the Fire College for examinations, and (2) to permit the Bureau to fulfill its testing obligations in the least-cost, most efficient manner. Regional testing will be conducted in January, April, July and October. The testing in each region will be administered as explained on the attached test site map.

The Regional Testing Sites were established by dividing the state into eight regions as depicted on the REGIONAL TESTING SITE map. Only the persons living in a county within the region will be eligible to take their examination at the testing site assigned to that region.

With the advent of Regional Testing Sites some of the Bureau's procedures have been revised to operate this new concept as simply and efficiently as possible. We have listed herein the process by which a person is determined eligible for the specific examination in which they are interested. These specifications are only for those programs being offered at this time. The specifications for those programs currently in the developmental stage will be published when the programs have been completed.

**Practical examinations will be given only at the Florida State Fire College.

1/85
REVISED

240-HOUR MINIMUM STANDARDS RETEST - WRITTEN ONLY

1. The student will submit the "Examination Request Form" to the Bureau.

2. Upon receipt of the request, class records will be checked to ensure the student is eligible for examination.

3. Provided the student is eligible, a notice will be sent scheduling him/her for the next available examination at the Regional Testing Site assigned to his/her area. THE APPLICANT MUST RETAIN THIS NOTICE AND TURN IT IN TO THE STANDARDS EXAMINER AT THE REGIONAL TESTING SITE ON THE ASSIGNED DATE. NO ONE WILL BE PERMITTED TO TAKE THE EXAMINATION UNLESS THEY TURN IN THE NOTICE AS REQUIRED.

4. The student will be notified of results, by mail, within 15 days after taking the examination. NO EXAMINATION RESULTS WILL BE GIVEN OVER THE TELEPHONE, SO PLEASE DO NOT CALL THE BUREAU FOR RESULTS. If more that 21 days have elapsed since the examination date and the results have not been received, the Bureau may then be contacted to request another result notice to be sent.

5. Appropriate certificates for students successfully passing their examinations will be mailed to the individual within 60 days after the examination, provided required pre-employment paperwork is on file with the Bureau.

NOTE: Students requiring practical retests are required to come to the Fire College for their retest. The possible liability aspect precludes the Bureau from administering these retests elsewhere.

INSTRUCTOR CERTIFICATION

1. The individual will submit the application as required by Rule 4A-37.59 ensuring he/she has specified which instructors examination he/she is desirous of taking.

2. Upon receipt of the application, it will be reviewed by the Bureau to determine the individual's eligibility for Instructor Certification.

3. If the application is approved, a notice will be sent to the individual scheduling him/her for the next available examination at the Regional Testing Site assigned to his/her area. THE APPLICANT MUST RETAIN NOTICE AND TURN IT IN TO THE STANDARDS EXAMINER AT THE REGIONAL TESTING SITE ON THE ASSIGNED DATE. NO ONE WILL BE PERMITTED TO TAKE THE EXAMINATION UNLESS THEY TURN IN THE NOTICE AS REQUIRED.

4. The individual will be notified of results, by mail, within 15 days after examination. NO EXAMINATION RESULTS WILL BE GIVEN OVER THE TELEPHONE, SO PLEASE DO NOT CALL THE BUREAU FOR RESULTS. If more than 21 days have elapsed since the examination date and the results have not been received, the Bureau may then be contacted to request another result notice be sent. If the Individual fails he/she must submit a new application for Regional testing. Notice received must also be retained and turned in to the examiner.

5. Certificates for individuals successfully passing their examinations will be mailed to the individual within 60 days after the examination.

DRIVER ENGINEER
30-HOUR VOLUNTEER
60-HOUR VOLUNTEER

1. The student will submit the "Examination Request Form" to the Bureau.

2. Upon receipt of the request, class records will be checked to ensure eligibility.

3. Provided the student is eligible, a notice will be sent scheduling him/her for the next available examination at the Regional Testing Site assigned to his/her area. THE APPLICANT MUST RETAIN THIS NOTICE AND TURN IT IN TO THE STANDARDS EXAMINER AT THE REGIONAL TESTING SITE ON THE ASSIGNED DATE. NO ONE WILL BE PERMITTED TO TAKE THE EXAMINATION UNLESS THEY TURN IN THE NOTICE AS REQUIRED.

4. The student will be notified of results, by mail, within 15 days after the examination. NO EXAMINATION RESULTS WILL BE GIVEN OVER THE TELEPHONE, SO PLEASE DO NOT CALL THE BUREAU FOR RESULTS. If more than 21 days have elapsed since the examination date and the result have not been received, the Bureau may then be contacted to request another result notice be sent.

5. Certificates for individuals who pass their examination will be mailed to the individual within 60 days after the examination.

FIRE INSPECTOR CERTIFICATION

1. The individual will submit the required application ensuring he/she has specified which type of Fire Inspector Certification he/she is seeking.

2. Upon receipt of the application it will be reviewed by the Bureau to determine the individual's eligibility for certification.

3. Provided the application is approved, a notice will be sent to the individual scheduling him/her for the next available examination at the Regional Testing Site assigned to his/her area. THE APPLICANT MUST RETAIN THIS NOTICE AND TURN IT IN TO THE STANDARDS EXAMINER AT THE REGIONAL TESTING SITE ON THE ASSIGNED DATE. NO ONE WILL BE PERMITTED TO TAKE THE EXAMINATION UNLESS THEY TURN IN THE NOTICE AS REQUIRED.

4. The individual will be notified of results, by mail, within 15 days after the examination. If the individual fails and it is his/her initial examination, he/she must submit a new application for Regional Testing (only one retest is permitted. Again, the student must retain the notice and turn it in to the examiner. NO EXAMINATION RESULTS WILL BE GIVEN OVER THE TELEPHONE, SO PLEASE DO NOT CALL THE BUREAU FOR RESULTS. If more than 21 days have elapsed since the examination date and the results have not been received, the Bureau may then be contacted to request another result notice be sent.

5. Certificates for individuals who pass their examination will be mailed to the individual within 60 days after the examination. Identification cards will also be mailed to individuals who pass their examination and are employed as Fire Inspectors.

BUREAU OF FIRE STANDARDS AND TRAINING

REGIONAL TESTING
REQUEST FOR EXAMINATION

(please print or type)

DATE ____________

NAME ______________________________ S.S.# ______________
(LAST) (FIRST) (MI)

MAILING ADDRESS ______________________________
STREET ADDRESS OR P.O. BOX

____
CITY COUNTY ZIP CODE

PHONE NUMBERS: ______________ ______________
WORK HOME

TYPE OF EXAMINATION BEING REQUESTED:

240-HOUR MINIMUM STANDARDS RETEST (WRITTEN ONLY) ________

30-HOUR VOLUNTEER ________

60-HOUR VOLUNTEER ________

DRIVER ENGINEER ________

INSTRUCTOR CERTIFICATION Basic F.O.I. M.F.S.I. ________
(application required)

FIRE INSPECTOR CERTIFICATION ________
(application required)

OTHER ______________________

LOCATION OF TRAINING ______________________________
name of training center

____
mailing address

____
City state zip code

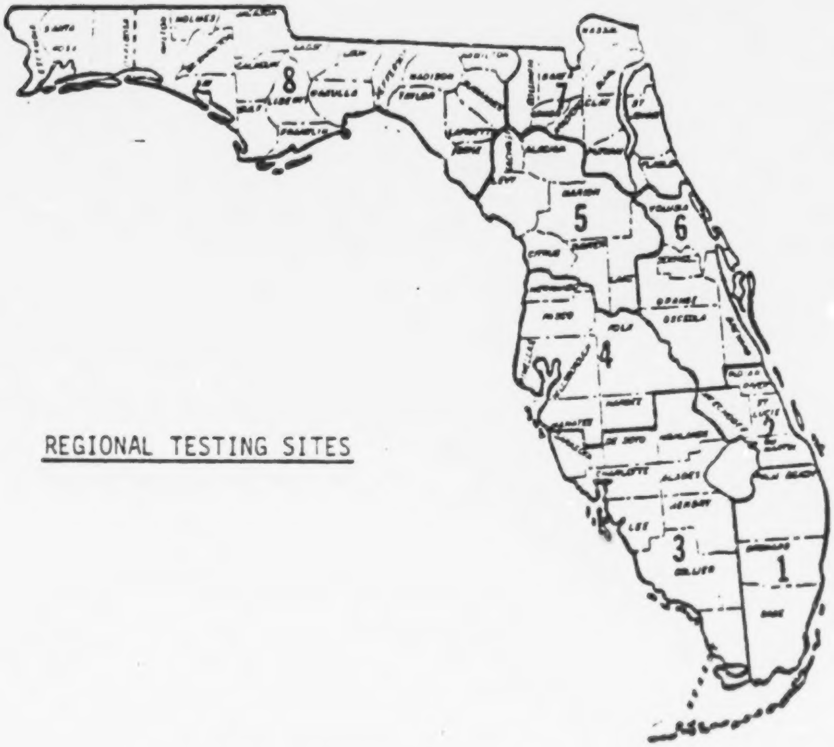
INSTRUCTOR-IN-CHARGE ______________________

TELEPHONE NUMBER OF INSTRUCTOR-IN-CHARGE ______________

DATES OF TRAINING: FROM ____________ TO ____________

MAIL THIS REQUEST FORM AND APPROPRIATE APPLICATION (IF REQUIRED) TO THE BUREAU OF FIRE STANDARDS AND TRAINING, 1501 WEST SILVER SPRINGS BLVD., OCALA, FLORIDA 32675. THIS FORM MUST BE RECEIVED BY THE BUREAU AT LEAST 14 DAYS PRIOR TO THE SCHEDULED EXAMINATION DATE.

1/85



REGIONAL TESTING SITES

QUARTERLY EXAMINATIONS

JANUARY ------ APRIL ------ JULY ------ OCTOBER

REGION 1	1st. Tuesday	(9:00 A.M.)	- Broward Fire Academy
REGION 2	1st. Wednesday	(9:00 A.M.)	- Indian River Comm. College
REGION 3	2nd. Thursday	(9:00 A.M.)	- Ft. Myers Fire Academy
REGION 4	2nd. Wednesday	(9:00 A.M.)	- Hillsborough Comm. College Ybor City Campus
REGION 5	2nd. Monday	(9:00 A.M.)	- Fla. State Fire College
REGION 6	3rd. Wednesday	(9:00 A.M.)	- Orlando-Orange Fire Academy Mid-FL Vo. Tech.
REGION 7	3rd. Thursday	(9:00 A.M.)	- St. Augustine Tech Center
REGION 8	4th. Tuesday	(9:00 A.M.)	- Panama City Fire Dept.

1/85

REGION 1 ------------------------- Broward County Fire Academy

COUNTIES INCLUDED - Broward
Dade
Palm Beach

REGION 2 ------------------------- Indian River Comm. College

COUNTIES INCLUDED - Indian River
Martin
Okeechobee
St. Lucie

REGION 3 ------------------------- Ft. Myers Fire Academy

COUNTIES INCLUDED - Charlotte
Collier
De Soto
Glades
Hendry
Highlands
Lee
Monroe
Sarasota

REGION 4 ------------------------- Hillsborough Comm. College

COUNTIES INCLUDED - Hardee
Hernando
Hillsborough
Manatee
Pasco
Pinellas
Polk

REGION 5 ------------------------- Florida State Fire College

COUNTIES INCLUDED - Alachua
Citrus
Gilchrist
Lake
Levy
Marion
Sumter

REGION 6 ------------------------- Orlando-Orange Fire Academy

COUNTIES INCLUDED - Brevard
Orange
Osceola
Seminole
Volusia

REGION 7 ------------------------- St. Augustine Tech. Center

COUNTIES INCLUDED - Baker
Bradford
Clay
Columbia
Duval
Flagler
Nassau
Putnam
St. Johns
Union

REGION 8 ------------------------- Panama City Fire Department

COUNTIES INCLUDED - Bay
Calhoun
Dixie
Escambia
Franklin
Gadsden
Gulf
Hamilton
Holmes
Jackson
Jefferson
Lafayette
Leon
Liberty
Madison
Okaloosa
Santa Rosa
Suwannee
Taylor
Wakulla
Walton
Washington

1/85

ASSOCIATE IN SCIENCE-FIRE SCIENCE TECHNOLOGY

This program is designed to provide students with the requisite training to enter and/or increase promotion potential in the fire science field. The College and the St. Augustine Technical Center jointly make available the required courses. The degree will be awarded by the College when all of the following are met:

1. The student has gained admission into the Associate in Science Program.
2. The St. Augustine Technical Center has certified completion of all required St. Augustine Technical Center courses.
3. The student completes the last 12 hours at the College.

The student will be awarded 32 hours credit for the listed St. Augustine Technical Center courses upon graduation. No credit will be awarded for these courses until completion of courses at both institutions.

St. Augustine Technical Center Courses

FFP 005	Fire Science Minimum Standards	3
FFP 007	First Responder	3
FFP 092	Pump Operators(Drive/Engineer)	3
FFP 096	Officers Training	2
FFP 220	Fire Inspection-Prevention and Investigation	3
FFP 242	Arson Detection	3
FFP 410	Fire Ground Tactics	3
FFP 495	Fire Department Administration	3
FFP 500	Basic Hazardous Materials	3
FFP 501	Advanced Hazardous Materials	3
FFP 620	Suppression and Detection Systems	3
		32

St. Johns River Community College Courses

Course Number		Credit Hours
	Core	
COC 1022	Introductory Microcomputer Applications	2
ENC 1101	Composition I	3
ENC 1102	Composition II	3
MTB 1103	Business Mathematics	3
	Social Science Electives-Must cover two areas	6
	Degree-Specific Courses	
CCJ 2230	Criminal Evidence and Procedure	3
CHM 1015	Modern Concepts of Chemistry	
OR	OR	
PSC 1341	Physical Science	3
AND	AND	
PSC 1394	Physical Science Laboratory	1
MAN 2021	Principles of Management	3
MAN 2300	Personnel Management	3
	Physical Education-Activity Courses	2
		32
	REQUIRED TOTAL CREDIT HOURS	64

Fire Science Careers

Graduates of HCC's Fire Science Technology program will be prepared for careers in:

Fire Research
Fire Prevention
Municipal Fire Departments
Industrial Fire Brigades
Insurance Inspection
Private Fire Protection Services

About The College . . .

Hillsborough Community College opened in 1968 with a student enrollment of 1,625 and 17 staff members. Today, HCC has an enrollment of 15,000 and 500 full-time faculty members.

The College, which has served more than 170,000 students over the past 17 years, is designed to meet a variety of educational needs.

Programs include an Associate in Arts Degree, a two-year program aimed at preparing students for transfer to a four-year institution in such fields as law, education and business. The Associate in Science and Certificate of Proficiency Degrees enable students to obtain the qualifications for entry-level positions in more than 40 career fields.

Campuses are conveniently located in Tampa on Dale Mabry Highway, in Ybor City and in Plant City. A large learning center is located in Brandon. In addition, satellite programs are offered in Ruskin, Lutz, and Temple Terrace and other areas of the county to provide easier access to educational opportunities.

HCC is a fully-accredited, comprehensive, public college and a member of the 28-member Florida community college system

For Details Contact:

J. R. Hudson, Fire Science Coordinator, at 247-6641, ext. 219

Fire Science Technology

Hillsborough Community College

Fire Science Technology

Associate in Science
Certificate of Proficiency

Fire Science Technology is more than dousing flames with water. With today's new construction methods and materials, knowing how to, first of all, prevent fires, and then contain and extinguish them, has become a specialized field.

And Fire Science Technology is not just for the firefighter. The field relates to many other areas, including architecture, the manufacturing of detection and alarm systems, and safety and fire protection engineering.

The program, originally developed by local firefighting and protection officials, offers practical and technical education for students desiring a career in fire service and/or private industry.

Program Options:

Fire Science Technology students may choose from the following program options:

1) A two-year degree (Associate in Science) which prepares students for immediate entry into the job market.

2) A two-year degree (Associate in Science) which may be transferred to the University of South Florida where the graduate will pursue a Bachelor of Arts degree with teaching certification in Vocational Technical Education (Fire Science).

3) A one-year program which focuses on particular skills; graduates are awarded a Certificate of Proficiency.

4) Individual courses to update current skills and technical knowledge.

Curriculum

General Education Requirements

Group I

ENC	1151	Career Communications I and	3 cr
ENC	1152	Career Communications II	3 cr
		or	
ENC	1101	Freshman English I and	3 cr
ENC	1102	Freshman English II	3 cr

Group II

MGF	2201	Introduction to College Mathematics	3 cr
CHM	1015	Modern Chemistry *	3 cr

Group III

PSY	2012	General Psychology, or	3 cr
SYG	2000	Introduction to Sociology	3 cr

Program Requirements

FFP	1000	Introduction to Fire Science	3 cr.
FFP	1130	Supervision and Leadership for Fire Company Officers	3 cr.
FFP	1220	Fire Prevention and Investigation	3 cr.
FFP	1600	Fire Apparatus and Equipment	3 cr.
FFP	1410	Fire Fighting Tactics and Strategy I	3 cr.
FFP	2240	Arson Investigation	3 cr.
FFP	2110	Fire Company Management	3 cr.
FFP	2310	Fire Codes and Building Construction	3 cr.
FFP	2150	Fire Service Instructor Training	3 cr.
FFP	2601	Fire Apparatus Practices	3 cr.
FFP	2420	Fire Fighting Tactics and Strategy II	3 cr.
FFP	2500	Hazardous Materials	3 cr.
FFP	2620	Extinguishing Systems and Agents	3 cr.
FFP	2931	Seminar Work Methods	3 cr.
FFP	2660	Rescue Practices	3 cr.

* Lab not required at this time.

USF Transfer Option

(62 Credit Hours)

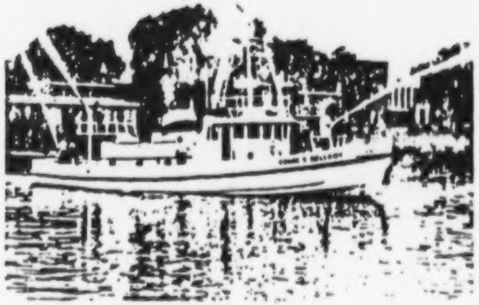
General Education Requirements

Group I

ENC	1101	Freshman English I	3 cr.
ENC	1102	Freshman English II	3 cr.
SPC	1022	Introduction to Speech	3 cr.

Group II

MGF	2201	Introduction to College Mathematics	3 cr.
APB	1190	Human Anatomy and Physiology I	3 cr.
APB	1190L	Anatomy and Physiology Lab	1 cr.
CHM	1015	Modern Chemistry *	3 cr.



Group III

PSY	2012	General Psychology	3 cr
SYG	2000	Introduction to Sociology	3 cr
POS	1112	State and Local Government	3 cr

Requirements

DEP	2102	Child Development	3 cr
EDP	1200	Educational Psychology	3 cr
FFP	1000	Introduction to Fire Science	3 cr
FFP	1130	Supervision and Leadership for Fire Company Officers	3 cr
FFP	1220	Fire Prevention and Investigation	3 cr
FFP	1410	Fire Fighting Tactics and Strategy I	3 cr
FFP	2110	Fire Company Management	3 cr
FFP	2150	Fire Service Instructor Training	3 cr
FFP	2240	Arson Investigation	3 cr
FFP	2310	Fire Codes and Building Construction	3 cr
FFP	2660	Rescue Practices	3 cr
		Electives	1 cr

Certificate of Proficiency

(27 Credit Hours)

A certificate of proficiency in Fire Science Technology may be earned by completing 27 credit hours in the following courses.

Program Requirements

FFP	1000	Introduction to Fire Science	3 cr
FFP	1130	Supervision and Leadership for Fire Company Officers	3 cr
FFP	1220	Fire Prevention and Investigation	3 cr
FFP	1410	Fire Fighting Tactics and Strategy I	3 cr
FFP	2110	Fire Company Management	3 cr
FFP	2240	Arson Investigation	3 cr
FFP	2310	Fire Codes and Building Construction	3 cr
		General Education Requirements	6 hr

About The Open Learning Fire Service Program

Vhat exactly is the Open Learning program?

low is this program different from going on ampus and taking a regular college course?

So the student is alone?

Vhat impact could this program have on my career?

an I take a course even if I don't want a degree?

Vhat if I have an associate degree?

The Open Learning Network

The Open Learning Fire Service Program is delivered by a network of seven accredited colleges and universities. Each institution serves an assigned geographical area and offers the courses through independent study in all 50 states.

All OLFSP institutions provide you with the option of taking an individual fire course or pursuing a planned degree route. If you are not interested in obtaining a bachelor's degree, or if you already have one, you may take any of the courses you feel will aid you in your personal and professional development.

The seven colleges and universities in the OLFSP network serve students throughout the 50 states.

NATIONAL FIRE ACADEMY • ENROLLMENT & REGISTRATION INFO • OLFSP

College	Region Served	Contact Person	Address & Phone
Cogswell College	Arizona, California, Nevada	Dr. Joseph Bertrand	10420 Bubb Road Cupertino, CA 95014 (408) 252-5550
University of Cincinnati	Indiana, Michigan, Minnesota, North Dakota, Ohio, South Dakota, Wisconsin Florida, Louisiana	Dr. William Kramer	College of Applied Science Cincinnati, OH45210 (513) 475-6583
Memphis State University	Alabama, Arkansas, Georgia, Kentucky, Mississippi, Tennessee, and South Carolina	Dr. Susanne Darnell	University College Memphis State University Memphis, TN 38152 (901) 454-2716
Western Oregon State College	Alaska, Colorado, Hawaii, Idaho, Montana, Oregon, Utah, Washington, Wyoming	Dr. Ronald Chatham	Western Oregon State College Fire Administration Monmouth, OR 97361 (503) 838-1220 Ext. 286
The University of Maryland University College	Delaware, Maryland, New Jersey, North Carolina, Washington DC, West Virginia, Virginia	Dr. William Wolff	Open University University Blvd. at Adelphi Road College Park, MD 20742 (301) 985-7036
Western Illinois University	Illinois, Iowa, Kansas, Missouri, Nebraska, New Mexico, Oklahoma, Texas	Dr. Joyce Nielsen	Independent Study Program Horrabin Hall 5 Macomb, IL 61455 (309) 298-2496 or toll free in Illinois (800) 322-3902
Empire State College/ SUNY	Connecticut, Maine, Massachusetts, New Hampshire, New York, Pennsylvania, Rhode Island, Vermont	Robert Obermayer	Center for Distance Learning 28 Union Avenue Saratoga Springs, NY 12866 (518) 587-2100

For enrollment and registration information, contact the college for your area.

OLFSP Curriculum

Fire Dynamics
Study of the fluid mechanics and thermodynamic principles of fire propagation.

Political and Legal Foundations of Fire Protection
An analysis of the legal, political and social aspects of the government's role in public safety.

The Community and Fire Threat
The sociological, economic and political characteristics of communities and their impact on the fire problem.

Application of Fire Research
Understanding of fire research programs and the implications of research results for fire prevention and protection programs.

Incendiary Fire Analysis and Investigation
A management approach to the arson problem, presenting a variety of programs and resources available to control incendiary crime.

Fire Protection Structure and Systems Design
Design principles involved in structural fire protection with empirical or analytical tests and prediction procedures.

Fire-Related Human Behavior
The human behavior in fire and incidents as related to fire protection variables.

Fire Prevention Organization and Management
An overview of the techniques, procedures, programs and agencies involved in fire prevention.

Analytic Approaches to Public Fire Protection
An introduction to systems analysis procedures and applications in fire protection.

Personnel Management for the Fire Service
Personnel management procedures and problems in the fire service.

Advanced Fire Administration
An examination of organization and management techniques in the fire service.

Disaster and Fire Defense Planning
The concepts and principles of community fire risk assessment, as related to group fires and natural disasters.

L 155 / September 1987

Open Learning Fire Service Program
FEMA
National Fire Academy
Field Programs Division
16825 South Seton Avenue
Emmitsburg, MD 21727

OPEN LEARNING FIRE SERVICE PROGRAM

BACCALAUREATE DEGREE FOR THE FIRE SERVICE

Open Learning Fire Service Program
FEMA
National Fire Academy
Field Programs Division
16825 South Seton Avenue
Emmitsburg, MD 21727
(301) 447-1127

WHAT IS EXPERIENTIAL LEARNING?

Experiential Learning is a program designed to assess prior experiences, translate them into college classroom learning outcomes and turn them into credits. It recognizes that learning is independent of the circumstances under which it is acquired. The Experiential Learning Office guides the student through an assessment process and an individualized academic plan is drawn for successful completion of his/her goals.

WHERE DOES EXPERIENTIAL LEARNING TAKE PLACE?

This learning may result from such activities as work experience, employment-related training programs and seminars, volunteer work, travel, military service, or intensive self-directed study.

WHAT IS MEANT BY ASSESSMENT?

Assessment refers to the process used to determine what and how much the student knows. The assessment may involve one or more of the following:

- Written, oral, or performance test
- Portfolio which describes learning and how it was acquired
- Interviews with faculty members
- The evaluation of certificates or licenses
- On-site evaluations
- Simulation

WHAT CAN THE STUDENT GAIN FROM THIS?

- Credit received can provide a head start toward an academic goal, whether it is a certificate, an associate degree, or beyond.
- Instead of relearning what he/she already knows, the student will be able to concentrate time and energy on learning activities which will enhance previous learning.
- Part-time students can achieve educational goals within a reasonable time, while still maintaining home and work responsibilities.

STEPS IN THE EXPERIENTIAL PROCESS:

1. Arrange for an interview with the Experiential office.
2. Complete the required Experiential Application Form.
3. Participate in a preliminary evaluation with faculty evaluator and/or program director.
4. If assessment is recommended, fill out a form specifying assessable courses and pay the assessment fee at the Business Office.
5. Make arrangements with faculty assessor to complete the evaluation process.
6. After process is complete, send transmittal form to the Experiential office.
7. Experiential office will report to registrar as to credits to be included in student transcript.
8. Student will be notified by mail of courses awarded.

I AM INTERESTED IN:

☐ Learning more about Experiential Learning

☐ Becoming an Experiential Learning student

☐ Being placed on the mailing list

Name ____________________

Title ____________________

Company ____________________

Address ____________________

City ________ **State** ________ **Zip** ________

Phone ____________________

Best time to call ____________________

Name ________________________________

Address ______________________________

City ________ State ________ Zip ________

St. Petersburg Junior College
EXPERIENTIAL LEARNING PROGRAM
Clearwater Campus
P. O. Box 13489
St. Petersburg, Florida 33733

For further information:

For more information, contact the Experiential Learning Office, 791-2551, or write

EXPERIENTIAL LEARNING PROGRAM
St. Petersburg Junior College
Clearwater Campus
2465 Drew Street
Clearwater, Florida 34625

St. Petersburg Junior College is dedicated to the concept of equal opportunity. The College will not discriminate on the basis of race, color, religion, sex, age, national origin, or marital status or against any qualified handicapped individual, in its employment practices or in the admission of students. Recognizing that sexual harassment constitutes discrimination on the basis of sex and violates the rule, the College shall not tolerate such conduct.

EXPERIENTIAL LEARNING PROGRAM

■ ■ ■

St. Petersburg Junior College

For more information call:

CLEARWATER CAMPUS	791-2551
ST. PETERSBURG CAMPUS	341-4540
TARPON SPRINGS CENTER	791-5712

PEL IS PERSONAL

In PEL, the focus is on you. PEL counselors will help you with admissions procedures. Professors are supportive and accessible. Course schedules are flexible. And PEL staff will be available to answer your questions and guide you through the program.

We want to make sure that you have a rewarding and enlightening educational experience.

COLLEGE CREDIT FOR EXPERIENTIAL LEARNING

PEL was founded in 1978 on the belief that learning doesn't have to take place in a formal classroom setting. We learn through our experiences. And when such "experiential learning" is relevant to academic goals, it should be recognized in a meaningful way.

PEL students have been awarded college credit for life-learning related to work, community activities, hobbies, independent study, professional development seminars and courses, and other activities.

Also, transfer credit will be accepted from other accredited institutions if you have received a grade of "C" or better and the coursework is within the general framework of the liberal arts and sciences.

PEL IS FLEXIBLE

PEL is a fully accredited degree completion program especially designed to meet the needs of adult learners — people who have the motivation and maturity to succeed, yet need the flexibility and personalized attention which the program provides.

Here are just a few of the benefits you'll enjoy as a PEL student at Eckerd College:

- **College credit for experiential learning**
- **Academic transfer credit accepted (minimum of 9 courses must be taken through PEL)**
- **Full credit for your Associate of Arts degree**
- **Flexible course schedule**
- **Independent study available**
- **Substantial savings in time & money**

Better still, we can personally design a unique degree program to meet your professional and personal goals — a program which lets you work on your degree at your own pace while you continue working on your career full time.

The college confers the bachelor's degree in a variety of majors and concentrations. PEL enrolls over 1000 students annually and has over 550 graduates.

ADMISSION REQUIREMENTS

Applications are accepted throughout the year. The basic guidelines for admission are as follow:

1. You should be at least 25 years of age.
2. You should be a high school graduate or hold a high school equivalency diploma. College experience is desirable and transfer credit will be awarded when applicable.
3. You should possess a high degree of personal motivation. Because of the demands involved in independent study, such qualities as commitment, perseverance and self-discipline are necessary for success.

FOR MORE INFORMATION

If you'd like to learn more about PEL, just send in the coupon below or call (813) 864-8226, and we'll be glad to help you.

Yes, I'd like to learn more — tell me all about PEL.

Name ____________________
(Last) (First)
Address ____________________
City ____________ State ______ Zip ______
Home Phone ____________________

Just clip out this coupon and mail to:
Program for Experienced Learners,
Eckerd College, P.O. Box 12560
St. Petersburg, FL 33733

PUBLIC SAFETY ADMINISTRATION CONCENTRATION

The Public Safety Administration concentration is designed to prepare students for bachelor level management positions in the public sector. The concentration consists of a core of seven courses, three related courses and the comprehensive examination course.

The Public Safety Administration core is composed of the following courses:

- The Managerial Enterprise
- Statistical Methods
- Principles of Microeconomics
- Principles of Accounting
- An Introduction to Public Administration
- Finance
- Course in Political Science or Government

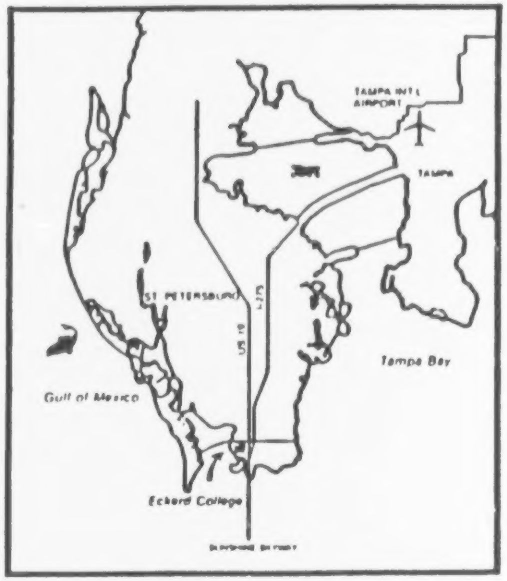
Appropriate experiential learning or transfer credit may meet some of the above requirements.

The other related courses: Life, Learning and Vocation, Judaeo Christian Perspectives, and Senior Seminar plus the comprehensive examination course are required of all Eckerd College students whatever the concentration chosen and must be taken as Eckerd College courses.

The safety portion of the concentration is formed from the student's academic and experiential background in such fields as Fire Science or Police Science.

ECKERD COLLEGE

With a national reputation for excellence in higher education, Eckerd College is a coeducational college of the liberal arts located on beautiful Boca Ciega Bay in St. Petersburg, Florida.



Eckerd College is located in south St. Petersburg at 4200 54th Avenue South (Pinellas Bayway), just off U.S. 19 South.

Eckerd College does not discrimate on the basis of sex, age, handicap, race, color or ethnic origin.

PROGRAM FOR EXPERIENCED LEARNERS
ECKERD COLLEGE

PUBLIC SAFETY ADMINISTRATION

Bachelor of Arts Degree

PROGRAM FOR EXPERIENCED LEARNERS
ECKERD COLLEGE

This check may be advisable to establish that the candidate does not have any outstanding judgments, bad debts, or obligations indicative of living beyond his/her means. These situations could potentially lead to a less than honest and reliable officer.

G. CRIMINAL RECORDS

This portion of the investigation, as with many other phases, is governed in part by Florida Statutes. Florida law requires that each candidate applying for a position as an officer with any state, county, or municipal agency be fingerprinted. If a candidate has ever been arrested for any charge any place in the United States, and was fingerprinted, a copy of fingerprints should have been sent to the F.B.I. in Washington. This information is permanently maintained and is made available to any criminal justice agency upon request.

Not all criminal justice agencies fingerprint persons arrested on all charges. Also, if an arrest fingerprint card contained illegible prints, the arrest record for the charges listed on the fingerprint card will not be entered in the FBI system. Therefore, it is possible for a person to have been arrested, charged, and convicted for an offense (usually a lesser misdemeanor), and no official record outside the files of the arresting agency would exist.

It is for this reason that the candidate's application should be reviewed and a form letter requesting a complete record check forwarded to every city or county law enforcement agency within whose jurisdiction the candidate has resided. In addition, the request made of a law enforcement agency for a record check should go beyond simply requesting a criminal record check. The agency contacted should also be requested to determine if any complaints were ever filed against or by the candidate.

In an effort to assist the employing agency in determining moral character when checking criminal history, the Commission has provided guidelines in Chapter 11B-27.011, F.A.C. This rule provides statutory references which generally reflect upon the moral character of an individual and are identified as follows:

790.17	Furnishing weapons to minors under 18 years of age etc.
790.18	Selling arms to minors by dealers.
790.24	Report of medical treatment of gunshot wounds; penalty for failure to report.
790.27	Alteration or removal of firearm serial number or possession, sale, or delivery of firearm with serial number altered or removed prohibited.
796.06	Renting space to be used for lewdness, assignation, or prostitution.
796.07	Prohibiting prostitution, etc.
800.02	Unnatural and lascivious act.
800.03	Exposure of sexual organs.
812.014 (2)(c)	Theft.
812.016	Possession of altered property.
812.081	Trade secrets; theft, embezzlement, unlawful copying.
817.035	Scheme to defraud.
817.235	Personal property: removing or altering identification marks.
817.39	Simulated forms of court or legal process or official seal of stationary; publications, sale or circulation unlawful.
817.49	False reports of commission of crimes.
817.563	Controlled substance named or described in s. 893.03; sale of substance in lieu thereof.
827.04 (2),(3)	Child abuse.
827.05	Negligent treatment of children.

828.122	Fighting or baiting animals.
831.31 (1)(b)	Counterfeit controlled substance; sale manufacture, delivery, or possession with intent to sell, manufacture, delivery or possession with intent to sell, manufacture, or deliver.
843.041	Stopping payment with intent to defraud.
832.05 (2)	Knowingly making, issuing, etc., worthless checks, drafts; obtaining property in return for worthless checks, etc.
837.05	False reports to law enforcement authorities.
837.06	False official statements.
843.02	Resisting officer without violence to his person.
843.13	Aiding escape of inmates of state training schools.
847.011 (1),(2) (4)	Prohibition of certain acts in connection with obscene, lewd, etc., materials.
847.013 (2)	Exposing minors to harmful motion pictures, exhibitions, shows, presentations, or representations.
847.06	Obscene matter; transportation into state prohibited.
847.07	Distribution of obscene material.
870.01	Affrays and riots.
870.02	Unlawful assemblies.
876.17	Placing burning or flaming cross in public.
876.18	Placing burning or flaming cross on property of another.
893.03 (5)	Standards and schedules.
893.13(1) (a)(3),(1)(d),(1)(f),(2)(a)(1),(2)(b)	Prohibited acts.

SPECIAL NOTE: Criminal records sealed under Florida Statutes may be available for inspection by a criminal justice agency for the purposes of employment. The candidate should be advised of this when responding to inquires concerning arrests and convictions. Additionally, a misdemeanor arrest or conviction may not necessarily disqualify a candidate for certification and the agency may request a review by the Commission.

H. MOTOR VEHICLE

There are several reasons why inquiries into a candidate's driving record are of great value to an employing agency. The presence or absence of a traffic record can be a good indicator of a candidate's driving habits, attitude toward authority, and in some cases even maturity. In every instance the candidate should be requested to provide a full account of all traffic citations received, any revocation or suspension of license, and all accidents. Interviews of candidates about their driving record can sometimes prove to be quite revealing. The questioning of candidates about past traffic violations may sometimes reflect the candidate's refusal to accept responsibility for a misdeed, basic antagonism toward officers issuing the citations, and a degree of immaturity which raises some doubt about the candidate's suitability as an officer.

Many agencies have flexible guidelines in determining what is an acceptable number of traffic citations a candidate may have before being considered totally unacceptable. The criteria are generally, (1) the severity of the violations, (2) the number of violations and, (3) the time span between violations.

The investigator should request each candidate to show driver's license, at which time the investigator should document all necessary information to verify later the authenticity and validity of the license.

The criminal justice agency should then contact the State of Florida, Department of Highway Safety and Motor Vehicles, Tallahassee, Florida 32304, by mail or computer terminal and request a traffic record check. In addition, a traffic record check should be requested with the traffic department in every state in which the candidate has resided or worked since being old enough to have a driver's license.

I. PERSONAL REFERENCES

Unlike many other phases of the investigation, this portion is directed toward obtaining information from persons who usually have no official relationship with the candidate, but can often supply very valuable information.

As in all previous portions of the investigation, it is recommended that when possible the investigator should contact all personal references and acquaintances and interview them personally.

If it is possible for the investigator to conduct the investigation personally, he/she should once again have a list of prepared questions. Naturally the investigator should feel free to deviate from the question if a particular response to a question needs elaboration. If a personal interview is not possible, then a form letter should be mailed to the reference or acquaintance. If after a reasonable period of time all reference letters are not returned, the agency can send a second follow-up letter or try to make a telephone contact. If the reference is located in another city, the law enforcement agency in that city can be requested to make the inquiry. If a follow-up reveals that the personal reference has moved or for some other legitimate reason cannot be contacted, then the candidate may be contacted and asked to provide the name of another suitable reference.

Included in this form letter should be the statement, "If you do not wish to complete the written report enclosed for any reason, please telephone person-to-person collect to the undersigned, so that verbal information may be transmitted."

The following is a list of suggested questions to be presented to all personal references:

1. Are you a relative of the candidate? (This includes being a relative through marriage.) If so, what is the relationship?
2. How many years have you known the candidate?
3. How did you become acquainted with the candidate?
4. Does he make friends easily? If not, state reasons.
5. Have you ever observed the candidate under stress? If so, under what circumstances?
6. Could you trust the candidate with confidential matters?
7. Does he mix well with a group?
8. Have you ever seen the candidate drink? If so, how much and under what circumstances?
9. Does the candidate tend to take an irrational position in controversial discussions?
10. Have you ever seen the candidate become upset or lose his temper? If so, under what circumstances?
11. Is the candidate willing to do things for others even at his own inconvenience?
12. Has the candidate ever discussed his ambitions with you? If so, what are they?
13. Are you aware of any circumstances which might disqualify the candidate for public service?
14. Who else knows the candidate well? (This question is used to develop other sources of information.)

IV. REVOCATION/DENIAL PROCEDURES

A. NOTIFICATION REQUIREMENTS

Revocation or Denial action may be necessary when an officer has engaged in conduct which:

1. Constitutes a felony

2. Constitutes a misdemeanor involving perjury or false statement

3. Establishes that the officer is not of good moral character as outlined in Rule 11B-27.011, F.A.C.

Revocation/Denial procedures may be initiated upon receipt of:

1. A CJSTC-14A Affidavit of Termination reflecting undesirable separation/misconduct, with attached explanation indicating alleged statutory violations.

2. A signed verifiable complaint containing a return address and which alleges specific non-compliance by an officer with ss. 943.13(1-10), F.S.

3. A request by the Governor.

4. Information indicating that an officer does not meet minimum qualifications for employment.

B. REVOCATION PROCESS

The revocation process involves the following steps:

1. Affidavit of Termination is received by the Bureau of Standards.

2. Staff evaluates information to determine if grounds for revocation exist.

3. Staff may request additional information which may include, but is not limited to:

a. Report summary (synopsis of case)

b. Internal affairs reports

c. Criminal investigations

d. Depositions or statements

e. Physical evidence or description of same

f. Tape recordings (video or audio)

g. Certified judgments and sentencing documents

h. Witness list (name, address, and telephone number of individuals involved in case)

4. Staff prepares case for a probable cause hearing.

5. A probable cause hearing is conducted by the Commission to determine if a basis exists to continue with revocation proceedings.

   a. If no basis exists for revocation, the officer and agency will be notified of the Commission decision.

   b. If a basis exists for possible revocation, the officer will receive an administrative complaint, stating the specific allegation and basis for Commission action. In addition, the officer will receive an Election of Rights form in order to select an informal hearing, a formal hearing or voluntary relinquishment.

6. Staff receives the officer's Election of Rights form indicating:

   a. A request for an informal hearing - staff will prepare the case for final Commission action.

   b. A request for a formal hearing - staff will notify the Department of Administration, which will schedule and conduct the hearing. Staff will receive a recommendation from the Department of Administration and will prepare the case for final Commission action.

   c. Voluntary relinquishment - staff will prepare the case for final Commission action.

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Fire Incident Reporting System Division of State Fire Marshal, "Florida Fire Death Study, 1986."

Florida Community College in cooperation with Jacksonville Fire Department offers "Black Minority Scholarship Loan Program for the Fire Minimum Standards Course," flyer 1987.

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